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ABSTRACT

This guide, prepared for a Nevada State literacy council, provides practical information and step-by-step planning for recruiting, training, using, retaining, documenting, and recognizing volunteers. The 11 sections of the guide cover the following topics: (1) establishing goals and objectives and writing a plan; (2) identifying jobs and writing job descriptions; (3) recruitment strategies; (4) selecting volunteers; (5) volunteer training; (6) providing direction and guidance for volunteers; (7) recordkeeping; (8) evaluating volunteers and the program; (9) managing difficult volunteers; (10) liability and risk management; and (11) volunteer recognition and retention. A resource section provides tips for identifying and recruiting adult literacy students and information on the Nevada Literacy Coalition and other literacy programs throughout the state of Nevada. (KC)

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NEVADA LITERACY COALITION
Linking Opportunities Together

VOLUNTEER DEVELOPMENT:

Strengthening Your Literacy Program

Written and Compiled by
Bobbie Gang

Edited by
Bonnie Buckley

Nevada State Library and Archives

Sponsored by
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STATE OF NEVADA
EXECUTIVE CHAMBER
Carson City, Nevada 89710

BOB MILLER
Acting Governor

TELEPHONE
(702) 885-5670

February 28, 1990

Dear Friends:

Literacy is a priority in my administration. All the people of our state have the right to basic skills. Literacy is both a human right and an integral part in achieving economic opportunity and security, social justice, and human dignity.

Thanks to the cooperation, collaboration, and communication of all of you in volunteer organizations, Nevada is leading the way in literacy initiatives.

I am pleased that the NLC is able to provide this manual to help strengthen literacy volunteer programs. May we continue to focus on the needs of those who count on our assistance.

Sincerely,

Bob Miller

BOB MILLER
Governor

BM/lw

PREFACE

Managers of local volunteer literacy organizations are continuously searching for more effective ways to utilize human resources. Since its formation in 1987 the Nevada Literacy Coalition (NLC) has received frequent requests for training and consultation on literacy program management. A careful search of literature on this topic in 1988 revealed that no comprehensive "how-to" guide for management of community literacy programs had been published.

In response to the need for this resource (not only in Nevada, but nationwide) NLC made a proposal to Gannett Foundation to develop a management tool tailored to the special needs and concerns of literacy programs. Upon award of a grant for this purpose, the NLC was fortunate to acquire the services of Roberta "Bobbie" Gang, who is knowledgeable in the field of volunteer management and also has a keen awareness of needs and problems specific to literacy programs. Bobbie was the Director of the Nevada Office of Volunteerism from 1986 to 1988. In this function she "teamed up" with NLC staff to offer management training to literacy people throughout the state. Bobbie was also a member of the original Nevada Literacy Coalition Advisory Board.

This resource combines the wisdom of Bobbie's experience in volunteer management with special insight and information related to literacy programs. Bobbie worked closely with the NLC staff to create a readable, easy-to-use manual. Format and type style were developed by Ramona Reno, Management Assistant for the NLC.

The Nevada Literacy Coalition thanks the Gannett Foundation for making possible the publication of this much needed literacy management guide. The NLC has received grants from Gannett Foundation and LSCA Title VI (Literacy) to provide direct services to volunteer programs including volunteer management, organization development, capacity building, and tutoring technique. Staff coordinates closely with regional training tailored to specific needs in individual communities.

Bonnie Buckley
Library Consultant
Nevada State Library and Archives

December, 1989

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Why Be A Volunteer?

It's not for money, it's not for fame
It's not for any personal gain,
It's just for love of your fellow man,
It's just to give a helping hand.

It's just to give a little of one's self,
That's something you can't buy with wealth,
It's not for a medal worn with pride,
It's for that feeling deep inside.

It's that reward down in your heart,
It's that feeling that you've been a part
Of helping people, far and near,
That makes you a volunteer.

- Ann Myhre

THE WORLD STATEMENT ON VOLUNTEERING

One of the goals of LIVE88 was to engage participants in a joint work activity that would challenge them to articulate and share some of the basic values of volunteering with one another. The process, designed and managed by Foster Murphy, director of the Volunteer Centre of the United Kingdom and vice president of the board of the International Association for Volunteer Effort, resulted in the following statement which was received by the IAVE Council of Representatives at the conclusion of the conference. The board of IAVE has been asked to accept responsibility for disseminating and fostering discussion of the statement over the next two years. It is anticipated that a final statement will be presented for adoption at the 1990 LIVE conference.

Volunteering makes a better world and is an important value for all societies. It enhances the human potential and enriches societies through the involvement of human resources. Giving of oneself to others, stimulating social responsibility and building human solidarity are age-old traditions. Volunteerism is an expression of our love, caring and concern for each other and the environment in which we live.

1. Definition

Volunteering is a possibility for all and is not confined to any group.

2. Basic Principles of Volunteering

Volunteers:
—recognize and respect the dignity of others;
—offer services to fellow human beings, often by mutual effort;
—are catalysts to improve the conditions and quality of life for individuals and communities;
—detect needs and elicit the involvement of the community in the resolution of their own problems;
—stimulate social responsibility and promote family community and international solidarity;
—may grow as a person, becoming more self-reliant, acquire new skills and increase their capacities to contribute to their community.

3. The Responsibilities of Volunteers

Individuals or groups, informal or formally organized, must accept responsibilities which may include:
—to complete the tasks defined together;
—to be loyal;
—to maintain confidentiality in their activities;
—to undertake training if required;
—to respect the uniqueness of individuals and groups as well as their culture;
—to promote volunteerism.

4. The Rights of Volunteers

Those who stimulate volunteer efforts should undertake responsibilities to the volunteer, such as:
—proper management and support to achieve the agreed risk;
—training where appropriate;
—protection against risks;
—reimbursement of expenses when necessary;
—respect and recognition of their volunteer work, including for career purposes.

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INTRODUCTION

This manual provides important concepts and tools for literacy program directors, board members and volunteer coordinators. By strengthening skills in volunteer management, literacy program people can more effectively recruit and retain tutors, students and other volunteers. Volunteer Management is a field which has evolved over the past ten years based on successful standards of personnel management.

The key principle of Volunteer Management is that volunteers are as valuable and responsible as paid personnel but the "pay" they receive is something other than money. Too often volunteers are handled with kid gloves. There is a misconception that you should not require too much in the way of accountability because volunteers are not paid for the work they do. This translates into lower expectations for performance of workers who are "just volunteers." Such attitudes are unfair to the volunteer and to the program.

Volunteers can live up to commitments and should be expected to do so! It is important to establish the expectations and minimum requirements of involvement in the program at the beginning. Each volunteer should be interviewed, supervised and evaluated much the same as salaried employees. Volunteers should be assured that the organization will provide training, guidance and recognition for work done.

Management of literacy volunteers involves three types of participants: tutors, students and program support personnel. Traditionally, volunteer literacy tutors have been viewed differently than other volunteers because they work independently. Volunteer tutors work one-on-one with students in a variety of situations and locations. Because they are removed from direct supervision, volunteers may lose sight of the mission or goals of the program and fail to receive recognition for accomplishments. This can lead to tutor and student dropout, a major problem faced by literacy programs. The literacy volunteer manager therefore needs to adopt a flexible style of management in response to a variety of volunteers and clients.

Many local literacy programs are doing a successful job of tutoring using only some of the elements of volunteer management discussed in this manual. Whereas recruiting and training are necessary for every volunteer literacy program, other techniques of volunteer management have only partially been introduced, or are not being implemented at all in some programs. A well planned literacy program incorporating all elements of volunteer management should result in greater satisfaction with the program, increased retention of volunteers and a more effective literacy program.

BEGIN WITH A PLAN

BEGIN WITH A PLAN

PLANNING WITHOUT ACTION IS FUTILE
ACTION WITHOUT PLANNING IS FATAL author unknown

The first step in a literacy volunteer management plan is to define the goals and objectives of the program. These must stem from the Mission and Goals you have set for the Literacy Project. (If your organization does not have a relevant Mission Statement and sound goals and objectives, you should first revise those elements of your program and then refine the goals and objectives for literacy volunteers.)

> *You've probably heard the "Ziggy" quote, "If you don't know where you are going, you'll probably end up somewhere else." That's no joke, especially in group endeavors. A group must first define and agree upon the mission and goals of the organization or the work they do may take them in different directions and nothing will be accomplished.*

ESTABLISH GOALS

Goals are broad statements which give direction to the program. Goal setting is most effective when many people are involved in generating ideas or "dreams" for the program.

You can establish one broad goal such as:

> "To develop a program which involves volunteers as tutors, students and program support personnel."

Or you may have more than one goal for your program:

> "To recruit a diverse cross-section of the community."
>
> "To provide meaningful volunteer opportunities for high school students."

DEVELOP OBJECTIVES

Once the goals are defined, specific objectives must be written. Objectives describe the steps necessary to reach the goal. They should state what will be accomplished, should be achievable and measurable and should have a deadline. Always keep in mind that objectives are not carved in stone and can be revised to be more realistic.

For literacy volunteer programs, objectives should be written to recruit, train, evaluate and recognize volunteers. An example of such an objective may be, "To recruit and train 25 tutors and match them with 25 students by April 6, 1990." You may also have objectives for your overall literacy program which could be implemented by volunteers, for example, "To deliver ten informational talks to community organizations about literacy between Jan. 1990 and May 1990." In these examples, the objectives state:

* what will be accomplished

* by when

* how to measure your success in accomplishing those objectives

WRITE ACTION PLANS

Once the objectives are written, a plan of action is developed for each objective. The plan will identify what tasks are to be done, who will be responsible, the budget to be allocated and a time line to be followed.

Time, budget and manpower constraints often demand that a literacy project get up and running with little consideration to sound management techniques such as: writing job descriptions, screening potential volunteers, providing direction and guidance for volunteers, and evaluating and recognizing performance. After the program has been functioning for a while, the pitfalls of not having a complete management plan in place are apparent. Dissatisfaction with the program and volunteer/student dropout are problems which can be reduced if proper volunteer management techniques are part of the plan.

If we expect reliability and accountability from volunteers, the volunteers in turn should expect a program that is well-planned and executed. **Taking time in the beginning to develop a plan will pay off in the long run. This manual will help you understand and plan for all the elements of effective volunteer management.**

GOALS

- Coordinate and strengthen literacy efforts statewide.
- Provide literacy training and materials to volunteer programs.
- Increase numbers of students and tutors in literacy programs.
- Increase public awareness of literacy programs and problems.

OBJECTIVES

- Form a Nevada Literacy Coalition with a minimum of 25 participants from government, business, and volunteer agencies by May 1, 1988.
- Open a state literacy office by May 1, 1989.
- Implement a statewide training program in 7 locations during 1989-1990.
- Implement public relations campaign by August, 1989.

ACTIVITIES

- Hire a full-time Coordinator/Trainer to oversee development of statewide literacy programs. Hire a full-time Management Assistant to take care of day-to-day office functions.
- Build a communication network among key people in all government, volunteer, and private entities involved in literacy activities in urban and rural Nevada. Publish a newsletter including a statewide training calendar.
- Conduct tutor training and workshops on organization and management of literacy programs. Topics to be covered will include recruitment and retention strategy, public relations, and traditional tutoring techniques, i.e., Laubach and LVA. Training will be conducted in Las Vegas, Reno, and rural areas.
- Develop and disseminate a statewide literacy directory with detailed information on local literacy programs.
- Plan and implement publicity campaigns in cooperation with PLUS Task Force and others generating literacy publicity.

Example Goals, Objectives, and Activities for a Literacy Program.

A JOB TO BE DONE

THERE IS A JOB TO BE DONE

LITERACY VOLUNTEERS DO NOT RECEIVE A SALARY FOR THEIR WORK, BUT THAT WORK IS WORTHWHILE AND NECESSARY TO THE PROGRAM.

Each volunteer job should be well thought-out and designed to produce results for the organization and provide something in return to the volunteer. In identifying literacy volunteer jobs, keep in mind the reasons people volunteer. Some of these are for sociability, to gain experience, to learn new skills, to share expertise and to help others.

IDENTIFY JOBS

The Action Plan for each objective identified the tasks and responsibilities necessary to accomplish the objective. Now you are ready to define the roles volunteers will play. Tutors and students are the obvious participants in a literacy program. Program support jobs, such as screening and matching, publicity, and training may also be done by volunteers.

Not all jobs are suitable for volunteers. To maximize staff time, determine in advance which tasks may be delegated to volunteers and which must be accomplished by paid or professional staff.

For example:

PROGRAM OBJECTIVE:

To reach out to parents of children in grades K-5 who are not literate in English and successfully match those parents with tutors before the end of the first year.

STAFF ROLE	VOLUNTEER ROLES
Develop a plan to identify these parents.	Work with a teacher, refine the plan and identify recruitment strategies.

In this example, you have identified a possible volunteer role which would move this objective from the drawing board to reality. Once a volunteer is recruited and trained, s/he could begin to work on the project with the principal and the teacher. The final plan would be reviewed by the program director for approval. To make this job more interesting and rewarding, it could also involve implementation of the plan once approved by staff.

WRITE JOB DESCRIPTIONS

The job description is probably the most important element in volunteer management. Formal written job descriptions are essential to effective literacy volunteer management. A well-defined job description gives the volunteer necessary information about how specific job responsibilities fit into the overall program and organization. It also clarifies tasks and states specific duties related to job function.

A clear, concise job description enables the program manager to:

* Recruit just the "right" person for a specific job.
* Screen applicants on a basis of mutual understanding.
* Agree upon requirements in advance.
* Identify and plan for training needs.
* Provide direction and guidance specific to identified tasks.
* Evaluate job performance based on objective criteria.
* Recognize outstanding volunteer work.
* Retain good volunteers through increased job satisfaction.
* Protect against risk related to the job.

The sensitive nature of volunteer literacy activity requires carefully written job descriptions--especially for tutors involved in one-on-one teaching activities.

The Job Description should contain:

* Title and description of the job and how it fits into the organization.
* Who supervises that position.
* Qualifications for the job, skills and experience desired.
* Time requirements (how flexible).
* Training requirements and meeting attendance.
* Benefits: what the volunteer will gain from the job.

LITERACY PROGRAMS
SAMPLE JOB DESCRIPTION

AGENCY NAME:
ADDRESS:
PHONE:

JOB TITLE: Tutor

DESCRIPTION: The tutor works directly with an assigned student to teach that student to read and write the English language. Once trained and certified by the literacy program, the tutor maintains contact and reports back to the program.

RESPONSIBILITIES:

- Complete 12 hours of tutor training
- Prepare lessons tailored to student's needs and interests
- Tutor a student at least once a week for one hour
- Work with each student a minimum of 50 hours
- Administer periodic tests of student's progress
- Complete monthly, quarterly and annual reports
- Attend at least two in-service training sessions per year
- Notify the Literacy Program Staff if problems arise

QUALIFICATIONS:

- Good communication skills
- Sensitive caring attitude
- No previous teaching experience is required

TIME COMMITMENT: Attend a two-hour orientation program plus four training sessions, 3 hours each for training. Attend two three-hour in-service programs each year. Tutor at least once a week for at least one year.

LOCATION: Local library or school buildings

SUPERVISOR: Each tutor is assigned a tutor contact who will be available for guidance and problem-solving as needed. The tutor contact will call the tutor periodically to discuss progress.

BENEFITS:

- Training and materials provided by the literacy program
- Participation in helping people to better themselves
- Letter of recommendation available
- Development of new skills by attending in-service training

Questions to Ask:

Developing a Volunteer Position

1. Is this job real?

   Can its usefulness to us be made clear and concrete to the volunteer?

2. Can this job be done satisfactorily on a part-time basis?

   Should it be divided into more than one volunteer position?

3. Will the time required for training and supporting the volunteer be in proportion to the time needed in actual service?

   Would it take less time for us to do the job than prepare the volunteer?

4. Can essential supportive staff work be provided?

   Do we have the time to work with and for the volunteer?

5. Can the staff adjust their work to built in 'back-stops' if the volunteer's other priorities make it necessary to extend the project/assignment?

   How close and tight is our timeline with current and future projects?

6. Does the job consider the varied interests &skills the volunteer brings to the job, and the value of the volunteer's community relationships?

   Is the status and work appropriate for the person we require?

7. Are there possibilities for job satisfaction in doing the job?

8. Is it probable that the kind of volunteers and the number required for the job can be recruited?

9. Can you imagine a person really wanting to do this job?

   Would any of us?

Reprinted from Training and Development Systems ACTION, Washington, D.C.

MINNESOTA OFFICE ON VOLUNTEER SERVICES
STAFF INVOLVEMENT IN DETERMINING VOLUNTEER NEEDS

WORKSHEET

MAJOR RESPONSIBILITIES IN JOB DESCRIPTION	OTHER TASKS DONE, BUT NOT IN DESCRIPTION	TASKS FOR VOLUNTEERS	WHAT ARE VOLUNTEERS WILLING TO DO.

Reprinted with Permission, Volunteer for Minnesota, Trainer's Manual Part II.

The Valuable, Vital Volunteer Job Description

Why

By John H. Cauley, Jr.

MANY VOLUNTEER PROGRAMS fail because the role of volunteers in an agency and their relationship to paid staff member never have been defined. This failure results in confusion for the volunteer and resentment on the part of paid staff.

The role of a volunteer in an organization should be to supplement and complement the place of paid staff. A volunteer is not there to do the job of a paid staff member, but to work with that paid staff member to better serve the organization's consumers or clients. The best way to view a volunteer in any organization, then, is to accept a volunteer as a nonpaid staff person subject to specific personnel policies and guidelines. In this way, a volunteer becomes a member of the agency team in a nonpaid status rather than as some vaguely defined functionary of the organization.

It is necessary to plan for the use of volunteers in an organization. If the planning process indicates that a real need for volunteers exists in an agency, then these needs can be transferred easily to written volunteer job descriptions. Job descriptions are definitions of a person's duties and responsibilities within an organization. They are essential to the success of agency volunteer programs. Developing one forces a social service agency to think through its use of volunteers.

Job descriptions meet one of the most important criteria of a good personnel management program: They define needs to be met by the recruitment and training of new staff. In developing job descriptions for volunteers or paid staff, an administrator is forced to review the nature of his/her organization and the interrelationships of the staff. This allows him/her to analyze resources, to plan for their best utilization and, ultimately, to organize to meet established goals.

Written job descriptions also are beneficial to volunteers because they outline the specific duties and responsibilities of each volunteer position, the necessary time commitment, and the required qualifications for acceptance as a volunteer. This enables volunteers to know in advance exactly what will be expected of them in any particular job and to avoid encountering a period of uncertainty during which they are forced to define their own roles.

Finally, written volunteer job descriptions should be an integral part of the development of a sound volunteer program and the development of a personnel management program to guide the use of volunteers in the agency. Written job descriptions will serve as the basis for further development of a personnel management program because they are the focus for recruitment, selection, preparation, supervision and evaluation of volunteer workers.

- The use of a written job description can **enhance the recruitment effort** because it details the specific duties and skills required in each job. With this information it is easier to determine the focus of a recruitment campaign to obtain the specific individuals needed. Prospective volunteers will be able to make more intelligent choices about volunteering because they will have a clear understanding of an agency's expectations outlined in written job descriptions.
- The task of **selecting volunteers is made easier** if an agency has developed written job descriptions for volunteers. The job description, which includes the necessary qualifications for each volunteer position, should be adhered to in the interview and placement of volunteer workers. Accepting only qualified volunteers for well-defined volunteer positions will enhance greatly the success of a volunteer program.
- Perhaps the **most effective training tool for new volunteers** is the job description. A complete review of the job description serves as a sound basis for initial introduction to a job. The description should state the duties, responsibilities and time commitment for a position. If an agency short-changes volunteers at this crucial point of indoctrination, the success of its volunteer program will fall short of its true potential. Without an adequate orientation-training period, volunteers will be forced to find their own way and to define their own roles. In most instances, such a situation will frustrate the majority of volunteers, and agencies quickly will gain a reputation as a poor choice for volunteering.
- **For a fair and honest performance evaluation,** a volunteer must have a clear and definite understanding of his/her role and duties, and an agency must have specified those duties in the form of a written volunteer job description. The use of a job description in the evaluation process allows a supervisor to recognize good performance and to redirect poor performance in a volunteer worker. Furthermore, if a volunteer fails to meet the minimum criteria for acceptable performance on the job by not performing successfully the duties outlined, the supervisor may use the job description as a basis for documenting the inability of the volunteer in that job.

With proper planning for and integration of volunteers into its program, an agency can add a new dimension to its services. Volunteers can expand services in areas where paid staff are lack-

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John Cauley is the staff representative for the Capital Area United Way in Lansing, Michigan, and a member of NCVA's consultant network.

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ng. And they can bridge the gap between an agency and its public. Job descriptions help establish an organization's authority to direct and control the activities of volunteer workers to provide better service to clients.

How

By Hope M. Martin

EACH VOLUNTEER ROLE SHOULD have a well thought-out clearly stated job description, designed to ensure that the important elements of the job are properly identified and described. When clearly defined, a job description affords the volunteer a visible place in the agency. It should be used to:

- clarify job responsibilities to help the volunteer understand his/her job;
- clarify relationships between jobs;
- select new volunteers and introduce them to their jobs;
- forecast training needs;
- assure that the volunteer and his/her supervisor agree on the important elements of the job; and
- establish standards of performance for evaluation purposes.

A job description should be flexible enough so that when it is reviewed by a supervisor and volunteer in conference, changes may be made to assure that they are in complete agreement as to the content of the job description.

A job description should include information in five basic categories: general description, skill level, task analysis, end results (evaluation), resources. (See sample.)

General Description

A general description of the volunteer job should include its title, the program to which the job extends, the supervisor, a list of the tasks to be performed, and the amount of time involved (part-time or full-time).

Skill Level

Every job description should spell out the skills needed to perform the job, such as:

- Specialized, technical or practical skills. State accurately and clearly how much "know-how" is required for the position.
- Human relations skill. Describe just what the job demands in terms of dealing with people.
- Managerial and consultative skills. Describe the job requirements for getting things done through other people and for integrating and coordinating the activities.

Task Analysis

The tasks are the "do" statements about the job. Concise and clear statements characterize the task. Each statement should start with a capitalized action verb. Example: *Counsel* individuals in management of financial resources. Here are some examples of action verbs:

Accept
Administer
Advise
Appraise
Assimilate
Assign
Assist
Consult
Counsel
Create
Develop
Employ
Evaluate
Formulate
Guide
Interpret
Implement
Keep
Lead
Measure
Maintain
Organize
Provide
Prepare
Promote
Participate
Review
Recruit
Recommend
Represent
Recognize
Schedule
Train

End Results (Evaluation)

The expected results of the job should be measured against:

- progress toward accomplishment of program objectives;
- success as it relates to tasks assigned; and
- growth of the volunteer in the job.

Resources

Resources for training for and implementing the volunteer job should be defined as the role is developed. Resources should be identified at three levels:

- supervisory—resources used by a professional staff member in training;
- volunteer—resources for use in carrying out the assignment;
- client—resources the volunteer might need to give to a client. Resources can be as sophisticated as films, slides, filmstrips, or as simplified as a one-page fact sheet. If human resources are available, they should be listed, too. *What is important is planning for support of the volunteer job through provision of training, materials and supplies.*

Hope Martin is a home economics agent for the Cooperative Extension Service of the University of Maryland. She is the author of "Building Volunteer Staff into an Agency's Organizational Structure," which is available for 50 cents from Hope Martin, Box 441, Leonardtown, MD 20650.

SAMPLE JOB DESCRIPTION

Agency Dept. of Human Resources
Supervisor Kisty Hamilton
Volunteer Coordinator Vi Valiant
Program Programs for the Elderly
Job Title Supervisor and trainer of craft instructors
Date April 16, 1978

A. GENERAL DESCRIPTION

The volunteer will work under the direction of the staff volunteer coordinator to provide training and supervision of volunteer craft instructors serving Programs for the Elderly. This will be a part-time assignment — two days a week.

B. SKILLS

This staff volunteer needs to be capable of creating or interpreting instructions for a variety of crafts at several skill levels. The volunteer may have formal craft training or may through her own interest have developed this skill. The volunteer needs to have the ability to work with people in a harmonious manner.

C. TASKS

- Develop a plan for training volunteer craft instructors.
- Establish classes to include arranging sites, sending out advance notices.
- Teach or provide a teacher for craft to be taught.
- Make available simple printed instructions and lists of materials needed for each craft.
- Provide lists of local sources of craft materials.
- Visit program sites to evaluate craft teachers and programs.
- Schedule training in communications and human development.

D. RESULTS EXPECTED

- Demonstrate ability in craft skills.
- Exhibit skill in teaching techniques.
- Establish climate enabling senior citizens to obtain optimum self-actualization.

E. RESOURCES

Human

Mrs. Joe Smith (tel. 555-6712) — Works with eggury, decoupage, bread dough flowers. Will give one day a week to instruction.

Mrs. Henry Jackson (555-9234) — Works with small items using discarded plastic bottles. Has several unique items of little cost. Will train craft instructors.

Mrs. Blake Jones (555-9474) — Works with local clays. Is willing to provide instructions to craft teachers one day per month.

Materials

Local stores selling craft supplies: Robbies, Great Mills Rd., Hometown; Ben Franklin, Lexington Park; Dotties Needlecraft, St. Andrews; Yarn Barn, Corner Rt. 234 and St. Andrews.

Wholesale suppliers: Ceramics, Inc., College Park (555-0241); Crafts, Inc., Wash. D.C. (555-7632).

Church Ladies Guild — Will donate throwaways if sent list.

Jr. Chamber of Commerce -- Will hold benefit dinner yearly; proceeds go to craft fund.

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VOLUNTEERS:
ARE YOU OUT THERE?

VOLUNTEERS: ARE YOU OUT THERE?

THE KEY TO RECRUITING LITERACY VOLUNTEERS IS A STRATEGIC CAMPAIGN WITH YEAR-ROUND ACTIVITIES.

More and more people are volunteering. Government, the non-profit sector and the corporate sector are offering incentives and encouragement to volunteers. This section will present some ideas on how to identify and recruit the "right" volunteers for your literacy program.

A year-round recruitment plan begins with an evaluation of the timing of your primary recruitment efforts.

Evaluate your program needs and decide:

- When to recruit tutors in time for training.
- When to recruit students to be matched with newly trained tutors.
- When to recruit other volunteers

Evaluate potential conflicts:

- Will other groups be recruiting volunteers at specific times of the year?
- Will recruitment efforts by other groups conflict with yours?
- Will holiday seasons and traditional vacation periods be less productive times to reach volunteers?
- Are there other community conflicts?

Calculated timing is essential to successful recruiting. A good recruitment plan is ongoing with a variety of recruitment efforts at specific times designed to attract the volunteers/clients needed.

MASS RECRUITMENT

A General Recruitment Campaign begins with effective Public Relations. Keeping the public informed of program accomplishments and the critical need you are addressing in the community should be part of your recruitment plan.

Mass appeals are usually done through TV, radio and news media featuring a prominent personality such as the Governor and help promote your program to the general public. Mass appeals awaken public interest in your program, but response is unpredictable. Mass recruitment results in response from volunteers with a variety of background and skills who need to be screened and matched with possible jobs.

A successful recruitment and retention plan includes a more personal approach following a mass market or public relations campaign.

WORD OF MOUTH

Word of mouth has been very successful in recruiting literacy volunteers. An excellent way to find willing volunteers is through satisfied students or tutors encouraging friends to sign up. **Encourage your students and tutors to spread the good word by providing opportunities for them to introduce friends to your program at an "open house" or awards event.**

TARGETED RECRUITMENT OR TARGET MARKETING

Target marketing involves identifying your public (the people you want to reach) and developing strategies to specifically appeal to that segment of the community. In *Marketing Magic for Volunteer Programs*, Sue Vineyard defines recruiting as "simply a form of marketing - getting who you need in exchange for returned values to the recruit."

Confine the search to volunteers with specific skills and/or needs to eliminate those who do not meet your basic requirements.

To begin your search for the right volunteers, look at the job description to identify skills and experience needed. Then develop a list of possible resources or target groups where people with these skills/experiences might be found. Identify also the motivating factors that might entice people in these target groups to become literacy volunteers. Using these factors as a basis, plan strategies to recruit the right volunteers.

The following exercise demonstrates the approach of targeted recruitment through strategies to recruit volunteers for the job of Public Relations Director for your literacy program.

Responsibilities of the Public Relations Director listed in the job description:

- Publishing a newsletter for program volunteers and supporters
- Working with chairmen of other committees to help with press releases, advertising and other publicity.

Skills needed are:

- Good writing skills
- Creativity
- Experience and training or aptitude and willingness to learn newsletter layout and graphic arts.
- Knowledge and understanding of the media.

With these responsibilities of the job identified, brainstorm (with others if possible) potential resources or target groups. Think of possible factors which would motivate people in likely target groups to volunteer for the job with your program.

For the position of Public Relations Director, a targeted search for people with the above skills could involve the following groups: Women in the Media, The Advertising Council, The Council of Newspapers, and University or Community College Classes in Journalism or Marketing. For each of the groups on your list, generate possible motivating factors which would influence members to volunteer time to literacy.

RESOURCES OR GROUPS	POSSIBLE MOTIVATING FACTORS
Women in the Media	Good public relations Investment in the community
Advertising Council	Interest in increasing literacy Good public relations
Council of Newspapers	Interest in increasing literacy Good public relations
University/Community College	Internship possibilities Experience for job applications College promotes volunteering Interest in increasing literacy

TARGETED RECRUITMENT STRATEGIES

For Professional Associations: Meet with the president and offer to present a literacy program at meetings and place an information article or advertisement in professional newsletters.

For The University or College: Speak to vice president in charge of academic affairs or chair of public relations department about establishing a student internship in your program. Speak to student employment office about including this in job advertisements even though it is a volunteer job. Advertise on student bulletin boards and in college newspaper.

The process described above is based upon marketing techniques: 1) identifying your program needs and the needs of the potential volunteer and 2) establishing a mutually satisfying exchange. In this way literacy volunteers will receive something of value to them in return for the work they do.

MOTIVATIONAL FACTORS

The philosophy of volunteering is based on the premise that people will work without monetary pay because money is not the only motivator for responsible work.

Dr. John Geier, Professor at the University of Minnesota defines these principles of motivation:

- You can't motivate others.
- All people are motivated.
- People do things for their reasons, not ours.
- You must create an environment in which people will motivate themselves.

Among the many reasons people often give for volunteering are:

- looking for job-related experience at a time in life when they are entering or re-entering the work force
- searching for meaningful social experiences
- needing to fulfill themselves in areas of personal growth
- desiring to use skills in a manner benefitting society

Identifying what motivates literacy volunteers is a key element in recruiting and retaining good people. **The main factor in retaining literacy tutors is fulfillment of the needs which motivated them to volunteer.** For some ideas on the subject, refer to the following pages.

BASIC HUMAN NEEDS AND VOLUNTEERISM

Psychologists have established a hierarchy of human needs. Food, shelter and safety are primary needs, and all our attention and energy are directed toward meeting these needs until they are met. Primitive people spend most of their time getting food, defending themselves, and securing their living environment. These are their primary motivators.

In our society today, most people have these primary needs satisfied. When a need is satisfied, another need, farther up the hierarchy, takes its place. For most people today, the following needs are the most powerful motivations behind their behavior.

AFFILIATION :The need for association with others that includes a sense of belonging, including intimacy and membership in a family or group.
VARIETY : The need for varied experiences in live; the need to avoid boredom.
SELF-ESTEEM : The need to feel useful, capable, and/or important, including a sense of status either within a group or with an individual.
ALTRUISM : The need for self-giving and self-sacrifice.
ACHIEVEMENT : The need to reach important goals.
GROWTH : The need to develop your own abilities or to improve your situation in life.

Most of us need opportunities beyond work (including homemaking) and the family to satisfy all of these six needs. This is the primary purpose of outside activities. In order to keep a person interested and committed to a volunteer job, it must meet the combination of the above needs that motivate the volunteer at that particular time in his or her life.

A person's life situation will impact on urgency of a need or on a person's ability to meet a need.

SITUATIONAL NEEDS AND VOLUNTEERISM

Throughout life we all find ourselves in situations about which we need more information or support in order to cope successfully. Some examples include:

Young Parents: Pregnancy, child birth, child-rearing
Life Crises: Divorce, unemployment, coping with teenagers
Aging: Retirement, failing health, death of spouse

In each of these situations, the mix of needs that primarily motivate the volunteer may change. It is important that the volunteer experience be flexible, so that it provides the volunteer with the "motivational paycheck" he or she needs.

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IMPACT OF MAJOR LIFE MILESTONES

	Need for Affiliation	Need for Variety	Need for Esteem	Need for Altruism	Need for Achievement	Need for Growth
Puberty	Identification with a group is a very high need.	High: seeks new experiences.	Period of self-doubt. Esteem often linked to group approval.	Low need. Self-centered.	Variable. High if connected to emblems that support need for esteem.	Period of intense growth. High needs for self-discovery.
Leaves School	Very high. Old identifications breaking down.	Low: more need for certainty.	High need connected to need for identity.	Low need.	High if connected to getting established.	Moderate need to learn things connected to survival in the real world.
First Job	Being met by belonging to an organization and a profession.	Being met through new job experiences: may turn into boring routine, however.	Depends on how person feels about the value of the work.	Moderate if esteem needs are being met.	High if esteem needs are being met. Job may offer ways to meet this need or may not.	High related to learning job.
First Marriage	Very low need. Being satisfied by spouse.	Variable. May become high as life becomes more certain and routine.	In general, marriage increases self-esteem so need is lower.	May be met through marriage relationship.	Variable. May be high need or may be met by relationship providing challenges.	Low.
Birth of Children	Group and personal affiliations tend to narrow sharply.	Children provide relentless demands. Needs for a break.	Generally enhanced re motherhood/fatherhood: may be eroded by time demands of child care.	Focussed on family.	Tends to be low: concentrated on family needs.	Focussed on learning about children.
Family Moves to New Town	High need to establish new social support group.	Low. Daily life is all new.	Depends on circumstances of move.	Low need. Outlets for this need may be unknown.	Depends on circumstances of move.	Low.
Stability (between passages)	Low need. Aimed at esteem-related involvements.	Moderate need, depending on how routinized rest of life is.	High, especially as reflected in symbols (cars, titles, home). Need to network with	Moderate. Can be high if there are personal payoffs.	Moderate. High if it is related to visible successes.	High as related to career advancement.
Divorce	Very high. Loss of friends. Loneliness.	Low need. Lots of new, often stressful experiences.	Need for improved self-esteem is very high.	Low need. Focus on self.	Can be high to offset emotional losses.	High in terms of self-development.

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IMPACT OF MAJOR LIFE MILESTONES

	Need for Affiliation	Need for Variety	Need for Esteem	Need for Altruism	Need for Achievement	Need for Growth
Promotion	Low need. Identification with a group is strong.	Low need. Lots of new situations to master.	Low need. Being met by promotion.	Low at first. May become higher as new job is mastered.	Very high need but being met through new work challenges.	High need to learn new job. Need for career growth is satisfied.
Unemployment	Need for support from friends related to esteem needs.	Low need.	Very high need. One pillar of self-identity has been lost.	Low: focus is on self.	Related to getting a job.	Very low.
Remarriage	Low: affiliation needs being met.	Moderate expansion.	Moderate, generally.	General increase in awareness of altruistic needs.	High. Other needs are being taken care of.	Variable.
Last Child Begins School	Opportunities for expansion. Moderate need connected with variety.	Opportunities for variety increase. High need.	Moderate need.	Awareness may increase as child care demands decrease. Variable need.	Opportunities expand beyond home and family. Variable need.	Moderate to high as opportunites for self-development increase.
Children Leave Home	Lose routine contact with kids as well as community contacts related to children. Moderate need.	Children created variety. Moderate to high need.	Variable. Where one's identity was wrapped up in the role of parent, need is high.	Altruistic needs may have lost their primary outlet--the feeling of sacrificing for children.	Variable.	May be a focus on self-development.
Retirement	Lose friends at work plus sense of belonging to a profession. High need.	Lose work-related opportunities for variety. May be a high need.	Very high need. Loss of status and income.	Often self-centered in time-use. High if related to esteem.	Achievement through work is lost. High need.	May be moderate if relate to variety.
Health Fails	Lose out on various activities and associations. High need.	High need.	Become more vulnerable. High need.	High need due to being the object of the altruism of others.	Low need. Other needs predominate.	Very low need.
Death of Spouse and Friends	Lose close relationships. Very high need.	Low. There are few people to share things with. But the routine of life is broken.	Loneliness reduces self-esteem.	Need to have someone to do for is high.	Low. Other needs predominate.	Low.

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COMMON EFFECTS OF MAJOR AGING MILESTONES

	Need for Affiliation	Need for Variety	Need for Esteem	Need for Altruism	Need for Achievement	Need for Growth
Children Leave Home	Lose routine contact with kids as well as community contacts related to children. Moderate need.	Children created variety. Moderate to high need.	Variable. Where one's identity was wrapped up in the role of parent, need is high.	Altruistic needs may have lost their primary outlet--the feeling of sacrificing for children.	Variable.	May be a focus on self-development.
Retirement	Lose friends at work plus sense of belonging to a profession. High need.	Lose work-related opportunities for variety. May be a high need.	Very high need. Loss of status and income.	Often self-centered in time-use. High if related to esteem.	Achievement through work is lost. High need.	May be moderate if related to variety.
Health Fails	Lose out on various activities and associations. High need.	High need.	Become more vulnerable. High need.	High need due to being the object of the altruism of others.	Low need. Other needs predominate.	Very low need.
Death of Spouse and Friends	Lose close relationships. Very high need.	Low. There are few people to share things with. But the routine of life is broken.	Loneliness reduces self-esteem.	Need to have someone to do for is high.	Low. Other needs predominate.	Low.

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MINNESOTA OFFICE ON VOLUNTEER SERVICES
VOLUNTEER MOTIVATION

What attracts people to volunteering or motivates them to volunteer?

There are many and widely varied kinds of volunteer assignments. We know that different individuals prefer different kinds of assignments for a whole host of different reasons. The same opportunity may arouse different interests or ideas of different possibilities within each individual prospective volunteer. A wide range of combinations of motivations may be active within any given individual at any given time. All variables taken together add up to the action taken by a given person with respect to a given volunteer opportunity.

The following are among the most widely recognized motivations for seeking a volunteer or responding to volunteer recruitment.

- learning new skills, developing talents
- meeting people and socializing
- exploring career interests or opportunities - (including "second careers")
- correcting an injustice to an individual or group
- improving living conditions
- improving the community
- improving the quality of life through natural resources (arts, museums, etc.)
- pursuing a personal interest or hobby
- expressing love and concern for others
- civic duty
- establishing a reputation as a civic leader (individual)
- improving visibility of a club or organization
- working for a credible organization
- being able to put new ideas into effective use or action
- utilizing professional skills more creatively than permitted on the job
- filling time in a meaningful way
- getting out of the house
- alleviating suffering from specific diseases or problems
- applying learnings from certain unique past experiences to help those experiencing the same problem
- exercising leadership
- providing resources
- changing public policy
- using already developed skills
- change of pace from employment or other full-time pursuits
- making sure public policy is enforced
- keeping a "worthwhile" organization alive
- promoting a specific cause or candidate
- engaging in enjoyable activities (having fun)
- building for the future
- remaining active and productive in the community after retirement
- gaining experience leading to a paid job or college degree

Reprinted with Permission, Volunteer for Minnesota, Trainer's Manual Part II.

POSSIBLE RECRUITMENT STRATEGIES

Here are some possible literacy recruitment strategies:

- * radio and tv spots
- * newspaper articles
- * speaking engagements
- * letters through the schools
- * letters to service clubs
- * speakers bureau
- * word of mouth
- * brochures
- * open house
- * display at community events
- * library displays

You may be able to generate others which more directly reflect your program needs. From this list, choose strategies for target recruiting and for mass appeal. Some strategies may be implemented immediately and others should be part of a long-range plan for recruitment. Using several methods will enable you to reach a variety of people over time and increase your chances of successful recruitment.

A year-round recruitment plan will result in a steady flow of tutors, students and other volunteers to your literacy program. **You should respond to inquiries immediately with an interview and information about your program.** If you cannot find a place for the volunteer within your program, refer him/her to another program or to the Voluntary Action Center or Volunteer Bureau if there is one in your community. Networking with directors of volunteers in other volunteer programs, in addition to literacy programs will be beneficial in sharing of recruitment ideas and referral of volunteers. Some agencies with which literacy program managers may wish to network are:

- DOVIA (Directors of Volunteers in Agencies)
- Voluntary Action Center
- Volunteer Bureaus

HOW TO HIRE A VOLUNTEER

HOW TO HIRE A VOLUNTEER

There is no obligation to take everyone who walks through the door and volunteers to work in your program.

When you place a volunteer or tutor within your literacy program you are "hiring" a volunteer. There was a time when anyone who volunteered was gratefully accepted and never turned away, and there are still volunteer projects which can function on that basis. **But your obligation is to your program and in literacy programs your primary obligation is to the student. That is why it is so important that the right volunteers be recruited and placed in jobs, especially tutoring positions.**

The goal of volunteer management is to recruit and retain valued volunteers. Retention will be increased when the volunteer's needs are met through the program. (See discussion of motivating factors in section on job description.) Both the volunteer and the agency are searching for a satisfying relationship and that can occur only if there is an honest approach to screening and placing literacy volunteers.

There are several elements in volunteer management which have to do with screening and appropriate placing of volunteers: the job descriptions, the application, the interview, orientation and training. Each of these elements contribute to a good match between the volunteer's needs and those of the literacy program.

PRE-SCREENING

The job description is the first step in the screening process. Often potential volunteers will screen themselves out of the program when they do not have the qualifications or the interest in the particular job.

Screening will also be accomplished through careful recruiting strategies. Although recruitment methods will be designed to favorably market your program to the public, target recruitment strategies should honestly depict the roles and benefits of the program. In this way, a volunteer can decide early in the process if your program will offer the type of experience desired.

It is important to screen out volunteers who do not have the skills or character to work with your clients. This may sound somewhat negative, but in the long run, you save time and disappointment for both the recruiter and the volunteer and increase the probability of retaining trained tutors and other volunteers. A great deal is invested in training literacy tutors and the earlier you screen out inappropriate volunteers, the better.

VOLUNTEER JOB APPLICATION

All volunteers should fill out an application form and be scheduled for an interview. In addition to personal data, (name, address, phone), the application will provide information about the background, education and skills of the volunteers as well as special interests and availability of time. **Be sure to ask for references on the application. It is very important that you check the applicant's references. It is advisable that a background check be done on tutors and others involved with students on a one-to-one basis. Even a criminal check should be done when necessary. This is critical for the protection of the tutor and the student. It will also protect the program in questions of liability as discussed in the section on Liability and Risk Management.**

It is best to have the applicant fill out the form in advance so that the interviewer can review it before the interview. The applicant should also be given information to review about the program and some of the jobs available. Sometimes this occurs a few days before the interview or it can take place just before the interview. This exchange of information will prepare both interviewer and applicant, resulting in a more informative and productive exchange.

INTERVIEWING POTENTIAL VOLUNTEERS

The interview is very important to the success of your volunteer program and should be taken seriously. The purpose of the interview is to:

* find out about the volunteer's qualifications for the job
* provide information to the volunteer about the program and the positions available
* communicate specific requirements and obligations of the program which must be met
* answer any concerns of the volunteer
* identify the motivating factors for this volunteer

If possible, the interview should be in person, not over the phone. Sufficient time should be allowed for the interview without interruption or phone calls.

The interview is a two way discussion and you will want to make the applicant feel at ease. To "break the ice" the interviewer may begin with a question or comment about some interesting item on the application form. **The interviewer should explain the purpose of the interview and emphasize that it is a dialogue with information going both ways. Assure applicants that you are interested in meeting their needs and you will consider their interests and preferences. There should be a sharing of information, so be sure to provide opportunity for the applicant to ask questions.**

Keep in mind that while you are screening the applicant, the applicant is also considering whether s/he is interested in your program. The impression you give to the applicant during the interview communicates an important image of your literacy program. The interviewer should be well prepared and understand the program mission and specifics of the job(s) as well as how each job fits into the overall program. When an applicant is interested in the program, but has not applied for a specific job, the interviewer can provide information about the various opportunities and help direct the applicant according to the person's talents and interests.

For example, if the volunteer job being considered in your program involves reviewing and cataloging literacy materials, the volunteer you are looking for should have specific traits and enjoy working alone. If a volunteer applies who has recently been widowed and is looking for socialization as well as an opportunity to "do something" for other people, placement in this job would not be appropriate. You should make every effort to satisfy each applicant through consideration for various positions within the program. If you do refer them outside your program, a preliminary phone call to that program's recruiter will help ease the tone of rejection and make it easier for the volunteer to apply for another position.

Screening of literacy tutors and students requires extreme sensitivity. Students are even more likely to be "turned off" by an insensitive initial interview. If a suitable match is not found, volunteers may feel rejected, and lose interest.

INTERVIEWING STUDENTS

The same atmosphere for interviewing should be created for students as for other volunteers coming to your program. Interviewers should keep in mind the special needs of each student.

It takes great courage for an adult nonreader to make contact with a literacy program. Interviewers who screen prospective students must always:

* Treat each student as an equal, with dignity and respect.
* Explain commitment and requirements for involvement in the program.
* Assure each person that the interview is the first step in getting the specific type of service needed and, if appropriate, being matched with a tutor.

Interviewers should also be aware that the student:

- May be confused as to the purpose of the interview.
- May not be comfortable speaking English.

The person who interviews student prospects for literacy training must be knowledgeable about special problems experienced by adults who cannot read. More importantly, the interviewer must exhibit empathy for the student's dilemma without appearing to be overly sympathetic. This process requires an interviewer with excellent skills in interpersonal communication.

The interview is successful only if the student:

- Believes that your program can help increase reading or other basic skills.
- Understands what training options are available in your local community.
- Trusts the interviewer to make an initial evaluation of personalized needs.
- Feels that the interviewer has an interest in guiding him/her into a meaningful program or activity.

VOLUNTEER CONTRACT

Before the tutor, student or other volunteer enters the program, a contract should be signed. The contract spells out what is required of the volunteer in time and responsibilities: commitment to attend training, required meetings and the number of hours to be committed to tutoring, studying or other work for the literacy program. In the contract the literacy program also makes a commitment to the volunteer stating what training and other support systems will be provided and procedures which will be followed. If a contract appears too formal, you may prefer to use a letter of agreement, but it should contain the same information and will serve the same purpose, clearly defining the expectations of the program and of the volunteer. While there are certain requirements which must be met, contracts can be flexible to provide for the special needs of your literacy volunteers. **Through entering such agreements volunteers tend to take the job more seriously and feel a real commitment to literacy.**

COMPUTER ASSISTED LEARNING IN LIBRARIES TUTOR REGISTRATION

Experience in special education?____________________________________
Previous tutor training?_____if so what type?_______________________
Previous computer training:_____if so what type?____________________
How did you find out about this program?____________________________
Race: American Indian Asian Black Hispanic White
Other Language(s)____

I am willing to tutor at following locations:________Any Library

___Clark County Library
1401 Flamingo Rd.

___Rainbow Library
6010 W. Cheyenne

___West Las Vegas Lib.
1402 N. D St.

___Sunrise Library
5000 E. Harris

___Henderson Library
55 S. Water St.

___Spring Valley Lib.
4280 S Jones

___Charleston Library
800 Brush St.

___Green Valley Library
2706 N. Green VlyPkwy

___North Las Vegas Lib.
2300 Civic Center

Do you have any student preferences? Age?____Sex?___Other?___________

TUTOR RESPONSIBILITIES

1) Successfully complete 15 hour tutor training workshop.
2) Become knowledgeable with print and computer materials, as well as the operation of the computers.
3) Make contact with assigned student and arrange days, times, and place for tutoring sessions.
4) Complete monthly lesson plan form and submit a copy to the CALL office.
5) Tutor each student twice a week for at least one hour each time (minimum two hours each week).
6) Tutor only at a library location.
7) Attend inservice programs to update skills.
8) Agree to tutor for a period of six months.
9) Make arrangements for students lessons during absence.
10) Share any notices to students you receive (such as announcements in the CALL newsletter) with your student.

I have read the above responsibilities and I agree to fulfill them to the best of my ability.

______________________________________ ____________________
Signature Date

Lahontan Valley Literacy Volunteers

553 South Maine Street
Fallon, Nevada 89406

( ) YES, I would like to support the Lahontan Valley Literacy Volunteers, and have my name placed on your mailing list.

NAME: ______________________________

ORGANIZATION: ______________________________

ADDRESS: ______________________________

PHONE: (WORK) ____________________ (HOME) ____________________

ADDITIONALLY, I AM INTERESTED IN:

( ) Providing the phone contact for our community

( ) Being a monthly mail stuffer

( ) Organizing video productions

( ) Monetary donation

( ) Giving talks for LVLV

( ) Doing "voice spots" on KVLV

( ) Taking tutor training

( ) Other

Please return to:
Churchill County Library
Lahontan Valley Literacy Volunteers
553 S. Maine Street
Fallon, Nevada 89406

OR CALL US AT:
423-5853
or
423-7581

LVLV
The Universe, Unscrambled.

SPONSORED BY
Friends of the
Churchill County Library

LAS VEGAS-CLARK COUNTY LIBRARY DISTRICT

VOLUNTEER APPLICATION

Please print

(last name) (first) (date)

(address) (city) (zip)

male_____female_____ birthdate___________ age_______

(home phone) (work/message phone) (soc. sec. #)

In case of emergency: (name) (phone)

Education _________________ General Work Experience__________________

Special Training or Skills (e.i. typing, filing, computer, etc.)_____

Interests/Hobbies____

Volunteer Work Desired. Check all that apply.

Used Bookstore ___
Calendar Mailing ___
Periodicals ___
Reference ___
Circulation ___
Bookmending ___

Young People's Library ___
Special Events/Programs ___
Talking Books ___
Literacy Program (non-tutor) ___
Literacy Tutor ___
Community Relations ___

Other___________________ Branch___________________________

Physical Limitations____

Transportation____

Available to work: Check all that apply:

MON. a.m.___p.m.___eve.___ TUE. a.m.___p.m.___eve.___

WED. a.m.___p.m.___eve.___ THU. a.m.___p.m.___eve.___

FRI. a.m.___p.m.___eve.___ SAT. a.m.___p.m.___eve.___

SUN. a.m.___p.m.___eve.___

TRUCKEE MEADOWS COMMUNITY COLLEGE

Adult Basic Education/English as a Second Language
7000 Dandini Boulevard, Room 330
Reno, Nevada 89512
Telephone (702) 673-7093

APPLICATION FOR VOLUNTEER
TUTOR FOR DEVELOPMENTALLY DISABLED STUDENT

Date: ____________

NAME: ____
Last First M.I.

ADDRESS: ____
Street City State Zip

TELEPHONE: (   ) ____________________ (   ) ____________________
Home Work

HIGHEST EDUCATIONAL LEVEL ATTAINED: ____________________

SUBJECTS STUDIED/SCHOOL MAJOR: ____________________

COURSE WORK RELATED TO DEVELOPMENTALLY DISABLED/SPECIAL ED: ____

OCCUPATION/PROFESSION: ____________________

WORK EXPERIENCE RELATED TO DEVELOPMENTALLY DISABLED/SPECIAL ED:

Why would you like to become a volunteer tutor for developmentally disabled students? ____________________

____
Applicants' Signature

TO THE NEW TUTOR

Placement Procedures

You are ready to begin an experience which can be exciting, rewarding, frustrating, challenging and gratifying. YOU are important to your learner. YOU are his hope and his example. He usually comes to his first lesson full of doubts and fears. You have one to one and a half hours to put him at ease, to teach him something new, to show him he can succeed at something, to make him want to come again. We want to stress as much as possible the importance of this first lesson.

You are also important to your local literacy center - and ultimately to Laubach Literacy International. You are our only link to your learner. We depend on you to use the the materials correctly, to adequately prepare the lessons, to meet regularly with your learner and to keep accurate records of his progress.

In your tutoring venture you have the support of your local literacy center. We will do whatever we can to ensure a smooth transition from workshop training into your new teaching situation. On these pages you will find the procedures you are asked to follow. Please read them through carefully and follow them as you begin your tutoring experience.

Procedures:

1. Get your learner assignment from the Project Coordinator or Program Assistant. She/he will discuss an appropriate tutoring place.

2. Contact your learner immediately by phone or in person. This is your responsibility. If for any reason you do not get in contact with him/her within one week after you have your assignment, please call the Literacy Desk.

3a. Set a date for the first lesson. Be sure you are both clear about the date, time, and place.

b. Call the Literacy Desk. Report that contact was made and arrange to get your learner's book if that hasn't been done yet.

c. Take the learner's book to the first session. Materials are free for both learners and tutors.

4. Have - and ENJOY - your first lesson. Beginning with the first session, use the Tutor/Learner Progress Log to help keep track

of your learner's progress, goals, reading and writing habits, and lessons and materials covered. This Log is for you and your learner; it can show you whether you are providing the survival skills your learner needs.

5. By the end of the third tutoring session, please fill out the "Where We Started" form with your learner and return it to the Literacy Desk.

6. Begin keeping the Monthly Tutor Report. Explain to your learner that you are keeping a record of his attendance. We recommend that you plan to meet twice a week in order to make it easier for the learner to retain the material from one session to the next. This should also allow the learner to move fast enough to be able to see his/her progress and be motivated to continue.

7. Report to the Project Coordinator or Program Assistant that the first lesson took place.

8. Turn in the Monthly Tutor Report to the Literacy Desk at the end of each calendar month and pick up a new one.

9. Any time tutoring stops, even temporarily, report it to the Project Coordinator or Program Assistant. If a tutor must interrupt tutoring for more than two weeks, a substitute tutor should be secured.

10. Fill out the Semi-Annual Tutor Report with your learner and return it to the Literacy Desk by the due date.

11. Keep a record of your tutoring hours. You will need this information when applying for Senior Tutor Literacy Certification. When you have completed 40 hours of tutoring, fill out the STL application form in your tutor folder and send it to your trainer or tutor supervisor in order to recieve your certificate.

12. If you have any problems, or if you wish to share your joys, talk them over with your Project Coordinator or Program Assistant.

"The greatest thrill I have ever had is to see the joy in a person's face when he first learns to read," Dr. Frank Laubach has written. "I would rather see that than to eat."

May your "Each One Teach One" experience also be thrilling. Happy Tutoring!

Your contact person is: Phone:

Lahontan Valley Literacy Volunteers
Contract Statement
for Tutors

ALL TUTORS upon certification in the Lahontan Valley Literacy Volunteer program will make a commitment to tutoring for one and a half to two hours per week not to be less than a period of six months.

All TUTORS will, at all times, conduct themselves in a professional manner for the best interest of both student and TUTOR.

All TUTOR sessions will take place at any public building, preferrably the Churchill County Library. The Library's hours are:

SUMMER (JUNE 1 - AUGUST 31)
Monday thru Friday
9am to 6pm
Saturday
9am to 5pm

WINTER (SEPTEMBER 1 - MAY 31)
Monday thru Thursday
9am to 7pm
Friday and Saturday
9am to 5pm

Any other arrangements must be on approval from the Project Director.

Transportation of a student to and from TUTOR sessions is the responsibility of the student.

If anyone is suspected of behaving in such a manner that would jeopardize the health and well being of either a student or TUTOR, that individual will be dropped from the TUTOR program.

LAHONTAN VALLEY LITERACY VOLUNTEERS will provide:

- Space
- Teaching Materials
- Certified training program
- Liability insurance during active volunteer sessions

(Liablility insurance is provided under the auspices of the Friends of the Churchill County Library.)

Please sign, date, and return a signed copy to the Project Director.

Lahontan Valley Literacy Volunteers
ATTN: PROJECT DIRECTOR
553 S. Maine Street
Fallon, Nevada 89406

DATE ______________________________

SIGNATURE ____

SIGNATURE ____
Nancy Aten, Project Director

TUTOR-LEARNER AGREEMENT

The agreement between the tutor and the learner, as established by the Literacy Services Program, states that:

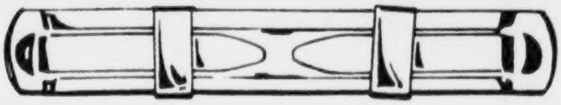
1. Learners shall pay no fees for services rendered by the tutor or this Program;
2. Tutors shall not receive fees for tutorial services rendered to learners;
3. Learners shall pay no fees for workbooks and other Program materials;
4. Learners shall be responsible for providing their own transportation to and from tutoring;
5. Tutors shall not reveal the identity of learners and shall maintain privacy of information unless the learner's consent is given;
6. Tutors and learners shall meet only at public sites;
7. Tutors and learners must come to every agreed upon session or cancel the session 24 hours in advance of the agreed upon time;
8. Tutors will keep records of each session giving the date, length of session, workbook used, pages covered, and other information;
9. Tutors or learners who habitually cancel sessions or fail to keep agreed upon sessions shall be subject to severance from the program.

This agreement shall be read and explained to tutors and learners and must be signed by both parties before Program approved training can begin.

____________________	____________________	________
Learner Signature	Tutor Signature	Date

El Dorado County Literacy Services Program — South Lake Tahoe

(adopted by the El Dorado County Literacy Action Council 12/86 - revised 10/88)



Volunteer Interviewer's Notebook

An eclectic guide
to the effective placement of
volunteers in programs.

The purpose of an interview with a prospective volunteer is to determine the suitability of the applicant for volunteering in your program and to select an assignment in which the needs of both the program and the individual are satisfied. Such an interview is essential, since the success of your entire volunteer program depends, to a large degree, on finding the right person for the right position.

Consequently, every applicant should have an interview, no matter how well s/he may be known to you. In many instances the interview serves another purpose: It becomes the first step towards orienting and training the volunteer who accepts and is acceptable to your program.

CONDUCTING THE INTERVIEW

Consider the Setting

1. Arrange the office so that there is an atmosphere of comfort, warmth, and informality. Flexibility and a choice of seating should be provided.
2. Try to ensure privacy; divide the room by using a screen if others are present.
3. Cast aside unfinished business and concentrate on the job at hand. Few people can read their mail with one eye and carry on an interview with the other.
4. Allow for at least one-half hour of uninterrupted interview time.

Are You Prepared?

1. You should have an application form which has areas covering educational and occupational experience, training, hobbies and time preferences.

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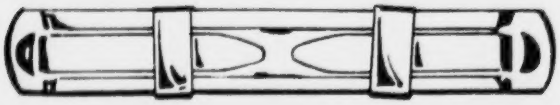


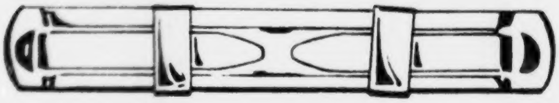
2. Information should be available on all present volunteer positions (preferably in the form of detailed job descriptions).
3. In the case of volunteers who may be unsuited to your specific program, it is also handy to have information on other possible areas of community involvement.

Things to Do During

1. With a smile, a handshake and a friendly word of greeting, introduce yourself and anyone else who is present at the time (i.e., secretary).
2. Clarify the purpose of the interview (to obtain general information, discuss interests and match with volunteer position)
3. Complete the application form with the prospective volunteer, adding any additional information gathered in the interview exchange.
4. Explore such areas as:
   - What have you enjoyed most in previous volunteer assignments? What have you enjoyed least?
   - Why are you interested in doing volunteer work? What are your long-range objectives?
   - What are your personal and work goals that would be important in choosing a volunteer job?
   - What type of people are you most interested in working with (co-workers or clients)? Are there types of people you feel you would be unable to work with?
   - What do you feel would be your greatest contribution to our volunteer program?
5. Give the applicant enough time to consider your questions and answer them at his/her own pace. Do not hesitate to ask for clarification on any points that you don't understand.
6. Present your information clearly and concisely so that it is easily understood. Allow the applicant an opportunity to express any concerns about the suitability of the jobs available.
7. Encourage the prospective volunteer to develop a personal plan of action with the job available. Assist him/her in deciding what is most suitable by clarifying areas of concern and setting things in perspective (i.e., point out both the positive and negative aspects of the jobs being considered), but leave the final decision to the volunteer.
8. Anticipate future areas of confusion and prepare the prospective volunteer for these (i.e., confidentiality, flexible hours, etc.).
9. Don't extend the interview past the point of satisfaction.
10. Ask the volunteer to tell any friends who might be interested in your program to contact you. Your best form of public relations is an active, enthusiastic volunteer.
11. Express your appreciation for having had this time with the prospective volunteer. If the result of the interview is that s/he will be doing volunteer work for your organization then you would move directly into orientation.

Things to Do After

1. Take time to make notes on the interview after the interview is over. Enter the results in your filing system.
2. Don't forget the volunteer. Make sure you follow-up, and see how things work out and how the volunteer feels about the placement.



FOR THOSE MAKING REFERRALS

It might be noted that there are two types of interviews involving prospective volunteers. One is done by specific organizations and groups with the aim of presenting the prospective volunteer with the one or several volunteer opportunities offered within the organization or group. The other type of interview is similar to that done by a Volunteer Bureau where the prospective volunteer is presented with the various volunteer opportunities offered by all the organizations or groups in the community. The result is a referral to one or two of these organizations or groups.

While all of the above pointers about interviewing apply to both types of interviews, a word should be added about the referral process.

1. After identifying two or three referrals with the prospective volunteer, by reviewing job orders and matching them to his/her interests, telephone the organizations and inform them of the volunteer available. Introduce the volunteer coordinator and the volunteer over the phone, and request that they set up an appointment time and date.
2. If the organizations cannot be reached by phone, leave a message to have them call the volunteer. Give the volunteer a card with the organization's name and the person who will call. Alternatively, you could give the volunteer the name and number of the organization and have him/her phone later on.
3. Encourage the volunteer to phone you anytime problems arise regarding his/her placement.

PROBLEM SITUATIONS

You may occasionally encounter problems in the interviewing situation.

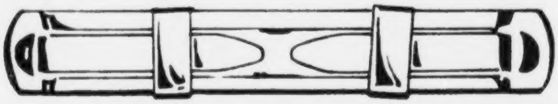
These may arise in the form of a prospective volunteer with a mental health problem, or someone who, in your judgment, is not suitable for your program due to physical limitations or lack of specific skills. In any of these cases it is essential that you not leave the volunteer without an alternative plan of action.

Be sure to have available.:

- Descriptions of other volunteer programs in your area and the names of volunteer coordinators.
- General information on counselling programs, mental health teams, legal and financial services.

Although you are not setting out to solve an applicant's problems, you may find the following ideas helpful:

1. Observe any signs of disappointment or discontent. This may be a clue to the real problems or it may indicate that the interview is covering topics of embarrassment (i.e., questions regarding health or recent illness).
2. Give the prospective volunteer ample opportunity to tell his/her own story. Let him/her talk freely without interruptions if this seems important.
3. Inquire regarding the steps already taken in attempting to solve present difficulties. Determine, if possible, how much interest there is in wanting to find solutions.



4. Keep a friendly, sympathetic, and helpful attitude, but don't assume the responsibility for finding solutions to the interviewee's problems.
5. Name people or community agencies that you may see as being helpful to the volunteer.
6. Expect to meet many problems you cannot deal with alone. Share these situations with other persons who might be helpful or who are already involved with the prospective volunteer (i.e., if the volunteer has been referred by a social worker or doctor, ask the volunteer if you can contact them for further information or arrange a meeting time for the three of you to sit down and discuss volunteer opportunities in your program).
7. Yield to the specialist in areas outside of your own field; follow-up and cooperate with others.
8. If the prospective volunteer's problems are not severe and you feel he/she may be suited to another type of program, ask the prospective volunteer if you may share interview information with any other volunteer coordinator to whom you make a referral.

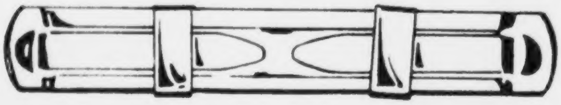
—From Volunteers: How to Find Them, How to Keep Them! by Mike Haines, Voluntary Action Resources Center, 1625 W. 8th Ave, Vancouver, B.C. V6J 1T9, 1977. $3.60 (U.S. money); $3.00 (Canadian). Reprinted with permission.

MORE TIPS

The More Info The Better

Before making any specific referrals, seek information along the following lines:

- Hobbies and skills in specific areas, such as sewing, dramatics, sports, might encourage a volunteer to want to teach the hobby or skill to someone else.
- Ideas about the kind of person with whom the volunteer wishes to work can be useful. Inquiries about why the volunteer wants to work with children, aged, or handicapped can provide valuable clues about interests and skills as well as personal qualities.
- Questioning about areas of need in the city which may appeal to the volunteer's interest also can be useful.
- Personality traits are important in an effective referral. The interviewer should note:
  - —Ease in communicating, since this is important for volunteer positions relating to the general public.
  - —Ease in relating to and working with people. This is difficult, but clues can be obtained by noting the relationship to you and anyone in the office with whom interviewee comes in contact; asking if interviewee wants to work directly with people or would rather have a desk job; observing general manner of the interviewee (Is s/he outgoing? Are there any obvious mannerisms which are annoying?); and being sensitive to derogatory comments about groups of people.
  - —Attitudes: Are comments usually positive or negative? Is there evidence of real interest in and enthusiasm for a volunteer assignment?
  - —Emotional reactions, especially when discussing jobs that involve sensitive areas. For example, working with emotionally disturbed youngsters or adults



requires a calm, stable personality.

- "Other activities" are important because they yield information about the person's interests. Many people belong to clubs or other organizations that could possibly be called upon to do a special group project. It is best not to mention this to the person being interviewed, since some will feel that they are committing their group or club. Instead, merely ask the person being interviewed if s/he belongs to any neighborhood associations, business clubs, lodges, etc.

—From "Guidelines for Interviewers," New York City Voluntary Action Corp., 61 Chambers St., New York, NY 10007. $1.00. Reprinted with permission.

Open (Not Closed) Questions

Use questions and positive listening to get the volunteer to tell his/her story. Ask questions to show interest. It is important to bring out facts or to get the reactions you need, and also to keep the interview on the beam. When using questions, state them clearly so the volunteer will understand the information you want. Avoid questions that can be answered by "yes" or "no." Instead, begin questions with "who," "what," "why," "where," "how." This type of question can help you evaluate by showing attitudes, judgments and reactions.

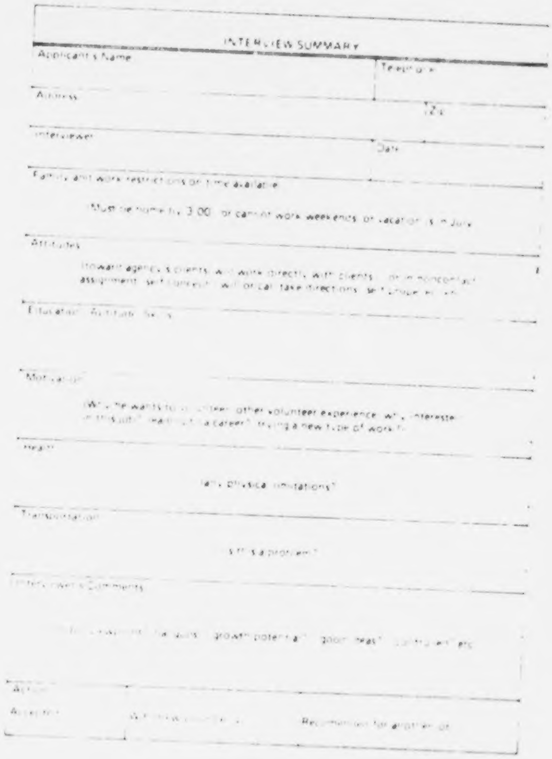
Ignore Your Impressions

Consider each fact about the volunteer in relation to all others. Avoid basing evaluation on impressions.

- Consider the volunteer's SKAPATI —Skills, Knowledge, Ability, Physical status, Aptitudes, Traits, Interest.
- Note mental reaction time and organization of answers to questions.
- Note the volunteer's evaluation of her/himself, what s/he thinks s/he can and cannot do well.
- Note quality of self-prepared application form, handwriting, following of instructions, clerical ability.

Remember, you are not just filling a spot, but matching a person and a job in the best interests of both.

—From "How To" Book for Volunteer Trainers, Los Angeles Voluntary Action Center, 621 South Virgil Avenue, Los Angeles, CA 90005, 1976. $4.00. Reprinted with permission.



INTERVIEW SUMMARY

Applicant's Name
Telephone
Address
Zip
Interviewer
Date
Family and work restrictions on time available
Attitudes
Motivation
Health
Transportation
Interviewer's Comments
Action

—From Step by Step: Management of the Volunteer Program in Agencies by Marie MacBride, Volunteer Bureau of Bergen County, 389 Main St., Hackensack, NJ 07601, 1979. $4.00. Reprinted with permission.

MINNESOTA OFFICE ON VOLUNTEER SERVICES

INTERVIEW QUESTIONS

1. What do you consider to be your greatest strengths and weaknesses?

2. What are the most important rewards you expect in your volunteer work?

3. How would you describe yourself?

4. What motivates you to put forth your greatest effort as a volunteer? (Motivations)

5. How do you determine or evaluate your success as a volunteer?

6. Describe the relationship that should exist between a supervisor and those volunteers reporting to her or him?

7. What two or three accomplishments have given you the most satisfaction? Why?

8. What major problem have you encountered in your volunteer work and how did you deal with it?

9. What have you done as a volunteer of which you are most proud?

10. What are some of the reasons you decided to apply for volunteer work?

11. What would you do if (describe a situation that may occur on the job)?

12. What interests you about being a volunteer for our organization?

13. What kind of people do you work with best as co-workers? What kinds of people are you most interested in as clients and why? Are there types of people you feel you would be unable to work with?

14. What would you consider to be the ideal volunteer job for you?

15. What are some examples of important types of decisions or recommendations you have made? Describe how you went about making these types of decisions.

16. If you were in a situation where you had just made numerous personal arrangements to be free to do you volunteer work and when you arrived something which seemed preventable had happened and you weren't needed, how would you feel? What would you do?

Reprinted with Permission, Volunteer for Minnesota, Trainer's Manual Part II.

IS TRAINING ON TRACK?

IS THE TRAINING ON TRACK?

PEOPLE REMEMBER:

10% OF WHAT THEY READ.
20% OF WHAT THEY HEAR.
40% OF WHAT THEY SEE.
70% OF WHAT THEY DO.

The commitment a volunteer makes to a literacy program must include participation in mandatory training sessions. Training helps volunteers to be more effective and adds to personal growth, thereby increasing satisfaction with the job and the program. This increases the likelihood that tutors and other volunteers will stay with the program. The training component is an integral part of any volunteer management plan, especially in literacy programs whether they be in Laubach, LVA, or other techniques. Literacy program administrators and trainers should make sure that training requirements are:

* Related to the volunteer job

* Discussed and understood during job interviews

* Agreed to by the volunteer via contract/letter

* Recognized in the form of certificates upon completion of courses

The need for formal training sessions for literacy tutors is well-established. Requirements for tutor training must be clearly communicated at the outset. Volunteer tutors must make a commitment to attend training sessions as a prerequisite to becoming part of the program.

TRAINING COMPONENTS

ORIENTATION is an overview of the agency and the literacy program. Orientation topics should include:

- mission and goals
- organizational structure and who does what
- procedures and policies
- role of paid staff
- role and responsibilities of tutors, students and other volunteers
- responsibilities of the board
- benefits such as reimbursable expenses, recognition and career ladders
- schedule of training emphasizing the number of hours required for pre-service and in-service training
- direction and guidance provided
- evaluation process and schedule

Often an historical overview is provided, covering the growth and accomplishments of the program, as well as funding sources, and demographics regarding literacy. A demonstration of tutoring techniques and testimonials from experienced tutors and students could be included.

Whereas specialized tutor training classes are scheduled at specific times during the year, orientation sessions can be scheduled more frequently to introduce the program to potential tutors, students, and other volunteers who have been recruited. Volunteers are usually eager to begin work. If they have to wait for several months until formal literacy training begins, they may look elsewhere. For this reason, orientation meetings should be scheduled monthly, if possible.

As in the interview process, be sure to allow time for volunteers to ask questions and express opinions and concerns. There should also be time for socialization so that they can get to know each other. Attendance at orientation sessions by staff and board members will further convince volunteers that they are an integral part of the total operation.

An orientation manual should be provided to each volunteer. The manual should include: mission, goals, organization chart, policies and responsibilities (especially those related to volunteer liability). This will reinforce the orientation and serve as a reference for the volunteer and the program director. In the future, questions of performance or liability may be handled by referral to materials presented in the orientation and/or procedures manual.

PRE-SERVICE TRAINING is a specific approach in preparing the volunteer for the role s/he will play in the organization. In every program, tutors are required to be certified through specialized literacy training. All volunteers need and deserve a complete training program providing them with the knowledge they need to function in a particular job. The investment on the part of the agency, as well as the volunteer, is extensive and every training experience should be well-planned.

Training must be clearly presented and should provide opportunities to question, practice and master certain skills such as tutoring techniques. The result of pre-service training should be volunteers who are confident with their responsibilities. Tutors should feel confident in their ability to work with students on a one-to-one basis or in a classroom setting. Certification should be awarded only when a volunteer has been trained and you are confident that s/he is well-prepared.

Volunteers who are waiting for tutor training could be invited to work in a program support job until training begins. This would provide hands-on experience and understanding of the program and send a message that their help is needed. Involvement during this period of time also creates a bonding to the program, a feeling of belonging, right at the beginning.

A well organized pre-service training program is essential to every volunteer experience. Volunteers in support program jobs also need and deserve well-structured training. They may not be required to go through the tutor training program, but should receive training which informs them of the function and specifics of the tutorial program.

IN-SERVICE TRAINING needs to be incorporated into every volunteer training plan. This is a valuable experience in which volunteers should learn new techniques and have an opportunity to share challenges and successes with each other. In-service training can provide moral support and add to the confidence of the volunteer.

This is especially true for literacy tutors who function independently in one-to-one situations away from the program site. Because they work independently, some tutors think that in-service training sessions are not worth their time. The sessions must therefore be interesting and relevant. Volunteers may be required to attend a minimum number of in-service training sessions each year. This helps to ensure that the work being done in the name of the program conforms with articulated goals and objectives.

In-service training should be offered to all literacy volunteers, and subjects to be presented may be suggested by students and tutors. In-service training provides both tangible and intangible benefits. Attendance should be required of all your volunteers. Opportunities for communication and networking make volunteers feel they are an integral part of the program.

EFFECTIVE TRAINING SESSIONS

Many types of teaching/learning techniques should be used during training sessions. Included in this section is the article, Training Volunteers, by Rick Lynch, which describes some of these techniques. A trainer should be familiar with several and incorporate them into training sessions whenever appropriate. A straight lecture can be painfully boring to the audience and stifle a learning experience.

An effective trainer prepares in advance all physical components of the training, such as setting (seating arrangement, lighting, and temperature control). Training handouts should be compiled in advance and audio-visual software and hardware should be tested before training begins. All these factors affect the learning experience.

Every training session should end with an evaluation form to be completed by participants while they are still in the room. Let them know that they will be given a few minutes at the end of the training to fill out the form and how important it is to the trainer to receive thoughtful, honest feedback.

To sum up, training may take many forms and should be designed appropriately for different types of literacy volunteer jobs. Training should range from informal sessions such as familiarity tours of the agency and the program sites, to formal sessions which are well-structured job-specific learning experiences.

TRAINING VOLUNTEERS

Choosing the Right Training Method

By Rick Lynch

ONE OF THE QUESTIONS THAT FREQUENTLY crops up at the beginning of training of trainers courses is, "What are the best training methods to use to make sure participants get the most out of training?" The answer is contained in that famous fourth grade phrase: "Depends." Just as a tuxedo may look great at a wedding but not at a backyard barbeque, so no training design will be successful in all circumstances.

It is important to begin the training design process by keeping in mind which of your objectives are related to increasing volunteer knowledge, to improving volunteer skills, and to modifying volunteer attitudes. For each of these types of objectives there are training methods which are appropriate and training methods which are not. Role-playing, for example, may be a perfectly fine way of helping someone learn to answer crisis calls, but it is a pretty lousy way to teach someone the history of the Red Cross.

To Increase Volunteer Knowledge

There are scores of training methods suitable to this domain. The most common are listed below with a brief discussion of when and why to use each.

Lectures. Lectures are the traditional means of transferring information from one person to another. People with no training in how to be a trainer frequently rely solely on this method, regardless of what the training objective is. The glassy stares this evokes after several hours and the sheer inappropriateness of the technique to learning a skill, such as applying first aid or skiing, leads many to say, "Lectures are a bad method."

But lectures are no worse than any other technique. They can be inappropriate or boring, but they can also be exciting and informative. Lectures are an excellent technique to use when the knowledge to be learned is not too lengthy or complex. (Studies show that people start tuning out relatively soon; anything over half an hour is "lengthy.") They are also useful when it is important to transmit a great deal of knowledge in a short period of time.

Readings. Where the material is long and complex, such as a case study, or where the time is exceptionally short, readings should be considered. The chief disadvantage is that people retain the least amount of information from this method over the long term (about 10 percent versus 20 percent for lectures). For that reason, it is best to supplement this method with others, such as discussion.

Discussions. Discussion is a much slower means of learning information, but it offers the advantage of greater long-term retention of knowledge. Whereas people remember about 20 percent of what they hear, they remember approximately 70 percent of what they say. Where there is enough time, you should consider this method carefully. Often trainers discard this technique because they feel they know everything and the trainees know nothing.

A well-constructed discussion, however, can help participants discover things they didn't know they knew. For example, given the objective of teaching people how adults learn, I could have them read an excerpt from Malcolm Knowles's book, *The Modern Practice of Adult Education* (of which they would retain 10 percent). Or I could have them listen to a spine-tingling, fascinating lecture from me (of which they would remember 20 percent). Or I could give them this assignment: "Think of a time when you learned something. What happened to you as you learned it? What was the role of the teacher or trainer? Why did you learn in these circumstances? What were the factors that made this an effective learning experience? Based on your answers to the above questions, what are some generalizations you can draw about the way adults learn best and the role the trainer should play?" Given sufficient time, I would always use the third option. And hard as it may be on my ego (not to mention Malcolm Knowles's ego), I have yet to discover a group that failed to come up with all the major points I was prepared to make.

Rick Lynch, a management consultant, does the training for VOLUNTEER's family and handicapped volunteer projects. He is also a board member of the Voluntary Action Center in Bellingham, Washington.

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Field trips/observations. If the information you want to impart is how people do things (perhaps as an introduction to learning how to do it themselves), you might have them go somewhere to watch someone do it. The disadvantages of this are logistical. (Which bus do we take? Will the boss remember we're coming and not be on her lunch hour?). The advantage is that people remember more of what they see (20 percent) than what they hear or read.

Films/video tapes/slide shows. These three methods have many of the advantages of the previous technique with fewer logistical pitfalls. Again, adding a visual element increases retention. The disadvantages relate to dependence on equipment (that the projector bulb not burn out or that the power stay on). One of my most embarrassing moments as a trainer came when I was showing a one-hour film. After fifteen minutes, I realized it was winding onto a half-hour take-up reel.

Panel discussions. This method is similar to the lecture as far as participants' retention of information is concerned. It is best used when you want to present several points of view about a subject, not just as a means of varying the speakers. I make this last point because too much is made these days of the energizing effect of changing the voice people are listening to; any increase in attention span wears off in a matter of seconds. The danger of panel discussions is that one person will monopolize the discussion or the panel members will make personal attacks on each other. For this reason I recommend that you rehearse the panel before the session and that you keep control of the discussion yourself.

Question the expert. This is a variant on the lecture or panel methods. Here the trainees meet in advance to generate a list of questions they want the expert to answer. Although the content of the session may not be what you or the lecturer want, it will be what the trainees want, and they will retain more. Arlene Schindler and Dale Chastain have pointed out (see "Training Volunteers" in spring 1980 *VAL*) that trainee control of the content is a very important factor in the amount of learning that takes place. The chief disadvantage is that it takes more time.

Quizzes and essays. This is an often overlooked method, but one of great value. We can increase the learning that takes place after a lecture or other method to 70 percent by having participants write essays or answer questions on a quiz. This is a particularly good method to use when you have small groups of trainees discuss the questions so that they hear other points of view, fill in gaps in their knowledge, and don't feel they are being "tested" so much.

To Improve Volunteer Skills

While there are many methods that can be employed to impart knowledge, there are really only four techniques to employ in skill training. In my opinion, you should normally use all four of these in the sequence in which they are presented below.

Skill training normally will be preceded by some explanation of what we want the volunteer to do and why. This preliminary work falls under the heading of increasing knowledge; therefore, you should employ one of the methods previously described. For example, if you are training volunteers in a hospital to work with families of terminally ill patients, you might want them first to learn the stages of dying and the steps in the counseling process. Once the volunteer has acquired that knowledge, you then can train him/her to *do* the counseling, using the following methods:

Demonstrations. The first step in the skill training process is to demonstrate the skill so the volunteers know what they are expected to do. You can do this by having them observe someone doing the task on the job, or you can do it by play-acting in a workshop setting. (To correct a common mistake of labeling, this is not role-playing. When you do the play-acting and they watch, that is a demonstration. When they do the acting, that is role-playing.) Films also can be used to demonstrate a skill.

Role-playing. After the trainees see and hear what they are expected to do (and after they discuss it), the next step is to have them try it out in a situation where it is safe to make mistakes and where they can learn from their errors. One way of doing this is to employ the role-playing technique. Here participants pretend they are in the real situation and act out a scenario as though they were at work. In training scout masters to counsel troubled youth, for example, one trainee might play the role of a troubled Boy Scout while another plays the scout master who attempts to help the "scout." Role-playing is done best with someone observing the interaction so the trainees can get feedback on their ability to carry out the task. The main disadvantage of this method is that sometimes people feel self-conscious and threatened by playing the role of someone else. It does provide, however, the closest approximation of a real situation without actually performing the task on the job.

Simulations. A simulation is a designed experience demanding the same skills that the job experience demands. It differs from role-playing in that there are no artificial roles—everyone behaves naturally. In training people to improve their communications skills at meetings, for example, I have used an exercise in which each of seven people are given a part of the information needed to solve a complicated word puzzle. Because they can only share the information orally, they must work closely with others in the group and communicate effectively. As with any good simulation, the skills they employ are the same ones they will employ in their meetings, even though solving the puzzle is a quite different, artificial experience.

A simulation is another way to approximate the real situation while allowing the trainee to make mistakes and learn from them. It may be substituted for role-playing as step two of the skill development process.

The advantage of choosing a simulation training method over role-play method is that people don't have to adopt an artificial role. Since they are behaving naturally, you will get a better idea of how well they can employ the skills they have learned. The disadvantages are that it is a lot of work for the trainer to design a good simulation and that sometimes the artificial nature of the experience puts people off ("I don't have time to play games").

On-the-job practice. After participants and trainers become comfortable with the trainee's ability to employ the skill effectively, trainees can proceed to practice it in the real situation. This is not a matter of merely turning them loose on clients; experience is observed and trainees receive feedback on the strengths and weaknesses of their performance. On-the-job practice is the last step in the skill training process and should be attempted only after trainees and trainers are convinced, from practicing in the safe situation, that mistakes are unlikely to be gross enough to harm clients (staff or buildings).

To Affect Volunteer Attitudes

Attitudinal training is not something that volunteer leaders will want to get involved in very often. For one thing, it is the hardest type of training to do. Also, if someone's attitude is wrong for the job—such as a Meals-on-Wheels volunteer who is disgusted by those who are elderly and infirm—it is usually a better use of your time to recruit a different volunteer than to try to change the attitude of an old one. On the other hand, attitudinal training in the sense of consciousness-raising (developing or strengthening an attitude that is already or potentially there) may be useful in some types of volunteer training. Also, some of us occasionally find it desirable to do some attitudinal training with other agency staff in terms of their attitudes toward volunteers. In any case, here are some of the techniques you might properly employ in the attitudinal domain.

Role reversal. Here the person is assigned the task of playing the role of the person he or she has problems working or sympathizing with. This will help the person see what it is like to be in the other person's shoes, *if* the role-reversal is long and serious enough. A ten-minute stint as a handicapped person, for example, isn't likely to change a person's attitudes, particularly if the person playing the handicapped individual is permitted to make jokes about his/her situation.

Self-evaluation. When you want to increase a person's awareness of his or her values, a self-evaluation may help. Some common forms include ranking of values or items, identification of reactions to case studies, and analyzing videotapes of oneself. This method may uncover conflicting values or provide a point of discussion of the appropriateness of a person's attitudes toward the job, the clients, or the co-workers. In order to use this method, you need first to establish a fairly high degree of trust with the person and the group, otherwise the self-evaluation will tend to tell you what he or she thinks you want to hear.

Simulations. Simulations can be excellent experiences to analyze in terms of one's own reactions and attitudes. In training volunteers to work with the blind, for example, I have used a simulation in which half the group is blind-folded for an entire day. The other half is assigned to be their helpers. They then go through a number of everyday experiences, such as making sandwiches, washing their hands and so on. This simulation, when debriefed in terms of the feelings of both the helpers and the blind, often modifies attitudes each group holds about handicapped people and the role of the helper.

Counseling. It may be stretching things to call this a training technique, but one-to-one counseling is often the best way to explore a person's attitudes and determine the likelihood of change. It is also the best long-term method for affecting attitudinal change.

Case studies. Well-written case studies can serve the same function as a simulation in terms of giving participants an experience to analyze and react to. It is less powerful than a simulation, however, in that people do not actually have the experience themselves. They only read about it.

Observations. Here we provide an opportunity for the volunteer to observe a situation by a field trip, a film or other vehicle. As with the simulation and case study, it gives people an experience they can react to so they may analyze their own feelings and the ramifications of those feelings. The disadvantages of field trips and films are the logistical and technical pitfalls you may run into. It does, however, save you the time and trouble of inventing a simulation or writing a good case study.

Other Considerations

In choosing a training methodology there are some other considerations that deserve attention.

- Perhaps the most important is that, in a long program, you should vary the method you use from session to session. The most grisly torture I have ever witnesses was imposed on a group of VISTA volunteers by a group of trainers who lectured them eight hours a day, four days straight. The trainers, who took turns giving lectures and left the room when their part was done, attributed the slack-jawed, catatonic stares they received to trainee apathy and naivete. No wonder they were unable to account for the massive revolt that took place on the final day. The problem was not that the individual lectures were bad or that they were inappropriate to the objectives the trainers were trying to achieve. The same response can be produced by repeating *any* technique over and over. So where possible, try a different method in each part of your training program.

- The method should maximize the trainees' feelings of self-direction. Once again, it is very important to the learning climate that trainees feel they are in control of the content. They should decide *what* they learn; you should choose the *best method* by which they can learn.

- The training design should include maximum opportunity for active trainee involvement. This means that when you employ a technique in which trainees are passive (such as a lecture or a panel discussion), it is good to follow it with a technique in which they are actively involved (such as a discussion of a lecture or a role-play after a demonstration).

- Wherever possible, the training design should utilize the trainee's own knowledge and skills. We often overlook the fact that trainees come to training with many experiences and bits of knowledge. They will learn more by analyzing and assembling their collective experience, in many cases, than by listening to an expert.

There is, of course, more to designing a training program than selecting the appropriate method, but we'll have to reserve such discussion for the next training volunteers installment. This is an important first step, however, for if you choose an inappropriate method, the rest of your design work cannot make up for that error.

Summary

Training Methods Appropriate to Increasing Volunteer Knowledge

Lectures

Readings

Discussions

Field trips/observations

Films/video tapes/slide shows

Panels

Expert questioning

Quizzes/essays

Training to Improve Volunteer Skills

Demonstrations

Role-playing

Simulations

On-job practice

Training to Affect Attitudes

Role reversals

Self-evaluations

Simulations

Counseling

Case studies

Observations

MINNESOTA OFFICE ON VOLUNTEER SERVICES

INDIVIDUAL TRAINING RECORD
(Sample Format)

NAME ______________________________

PERIOD COVERED ______________________

AGENCY/ORGANIZATION ______________________________

DATE	TRAINING SESSION Title/Sponsoring Group	WHAT COVERED Subject Matter	# OF HOURS	WHAT WAS LEARNED Skills/Knowledge Gained	CREDIT EARNED

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IS ANYBODY LISTENING?

IS ANYBODY LISTENING?

CREATE A POSITIVE ATMOSPHERE
IN WHICH VOLUNTEERS WILL BE MOTIVATED TO EXCEL.
THIS IS THE KEY TO RETENTION OF LITERACY VOLUNTEERS.

DIRECTION AND GUIDANCE FOR VOLUNTEERS

Volunteers must be provided with detailed direction and guidance. The person who is directing and guiding the work of a volunteer should be aware of the motivating factors for each volunteer and monitor whether the volunteer's needs are being met. This will help maintain the level and quality of work and encourage continued participation. Usually direction is given by the supervisor identified in the job description.

Effective direction of literacy programs will occur only where responsibilities have been clearly defined. Literacy volunteers must understand the parameters of each job and the relationship between student, tutor, tutor contact, program volunteer, and supervisor. The supervisor must allow the literacy volunteer freedom to do the job assigned while still maintaining contact with the volunteer on a regular schedule.

Literacy program managers often use a system of tutor contacts as a means of guiding and tracking the work of tutors. Designated tutors may contact an assigned list of people regularly checking on progress and any problem situations. Guidance and support for students is often provided through a student contact or coach.

Via two-way communication networks students and tutors are encouraged to call when problems or questions arise or when learning/teaching goals are not being met. Student and Tutor Contact can be volunteer jobs and should be defined in job descriptions.

The supervisor or contact person supports the work of volunteers by monitoring the work being done and sharing information and knowledge to help in new or difficult situations. One of the key duties of a volunteer manager, supervisor, student contact or tutor contact is to be accessible to literacy volunteers who need consultation or reinforcement.

Regularly scheduled monthly meetings is another way of keeping track of volunteers and supporting their activities. Salaried employees often attend weekly or bi-weekly staff meetings. The same approach is needed in directing volunteer staff; but since volunteers are usually not full-time workers, monthly meetings might be more appropriate. Tutors who value their independence and are working off-site often dislike the idea of regular meetings, so the tutor contact or supervisor should keep in touch via regular phone calls. This also applies to the contact and guidance of students. The purpose of these phone calls is to provide support for the student or tutor in terms of direction, guidance and understanding. It should not appear that the phone calls are a way of "checking up" on the volunteer.

An important part of providing direction is reminding a volunteer not to go beyond specified limits of authority and training. This is particularly true for volunteers working one-to-one with adult literacy clients. Too often a special relationship develops between tutor and student and the student begins to depend upon help from the tutor beyond the scope of the program. This is something which can be monitored by regular contact with the tutor and the student so that problem situations can be avoided or curbed at the onset. Direction and guidance of literacy volunteers is aimed at supporting the work of the volunteer. This support can prevent dropout by providing moral support and help before a volunteer becomes frustrated or dissatisfied with the program.

THE 7 DEADLY SINS OF DIRECTING VOLUNTEERS

I. TO RECRUIT A VOLUNTEER FOR A CAUSE OR PROGRAM IN WHICH YOU DO NOT BELIEVE ____ OR TO ASK A VOLUNTEER TO DO A JOB YOU WOULDN'T DO YOURSELF.

II. TO WORRY ABOUT THE NUMBER OF VOLUNTEERS YOU NEED TO THE DEGREE THAT YOU SIGN A PERSON UP EVEN IF HE OR SHE IS NOT RIGHT FOR THE JOB TO BE DONE.

III. TO OFFER VOLUNTEERS CERTAIN OPPORTUNITIES AND WORKING CONDITIONS, AND THEN NOT DELIVER.

IV. TO WASTE A VOLUNTEER'S TIME --- EVER.

V. TO RESTRICT A VOLUNTEER'S EFFECTIVENESS BY NOT PROVIDING ADEQUATE PREPARATION, TRAINING, OR TOOLS.

VI. TO ASK SALARIED STAFF TO WORK AS A TEAM WITH VOLUNTEERS IF YOU YOURSELF DO NOT HAVE VOLUNTEERS HELPING WITH THE RESPONSIBILITIES OF YOUR JOB.

VII. TO BE SO CONCERNED ABOUT YOUR OWN JOB SECURITY THAT YOU DO NOT STAND UP AND FIGHT FOR THE NEEDS AND RIGHTS OF THE VOLUNTEERS YOU REPRESENT.

Ensuring Volunteer Success Through
EFFECTIVE DELEGATION TECHNIQUES

By Gene Sharratt, Ph.D.

The ability to delegate responsibility is an essential skill demonstrated by effective volunteer managers. Successful volunteer leaders have the capacity to match the strengths of volunteers with the demands and requirements of the workplace. In delegating effectively, volunteer leaders make an important contribution to the advancement of their organization, to the personal and professional growth of their volunteers, and to their own management success.

Correspondingly, volunteer managers who fail to delegate purposefully and efficiently not only stifle the growth of their volunteers but also hamper organizational productivity. For many volunteer leaders, the failure to delegate is seen as their single most significant deficiency.

Volunteer leaders generally fail to delegate for some of the following reasons:

- Personal insecurity or fear of their own weakness being exposed.
- Belief in the "I can do it better myself" fallacy.
- Lack of experience or training in effective delegation techniques.
- Inability to direct, think ahead, or visualize the work requirements and project outcomes.
- Ineffective interpersonal communication skills.
- Fear of criticism from superiors for mistakes.
- Unwillingness to provide the training necessary for volunteers to learn new job skills.

The obstacles to effective delegation can be overcome by understanding some of the steps used by successful volunteer leaders. These steps are designed for both beginning and experienced volunteer managers.

The following "techniques of effective delegation" will assist volunteer leaders in their search for success:

- **Assess the work requirements and abilities of volunteers.** Do they have the skills to assume the new responsibility? If not, what must you do to train them? Do their skills provide the right "match" between the tasks required and their abilities to accomplish your demands.
- **Communicate your expectations clearly.** Specifically state what it is you need accomplished. Is there a time requirement? Describe what it is you want done, by what time, and to what standards. This not only helps you achieve your goals but also provides the necessary guidelines for volunteers to be successful.
- **Assess their understanding.** Ask volunteers to explain the assignments as they understand them. What areas are still unclear? Have you accurately communicated the tasks to be accomplished?
- **Build confidence and success.** This can easily be accomplished by providing challenging, yet responsible, work-related projects. Help volunteers gain confidence by giving them tasks in which they can exercise their personal and professional judgment, while enjoying the strong probability of meeting your demands.
- **Encourage decisions and suggestions.** Volunteers will often avoid taking responsibilities because they are unsure of their skills. To counter this, elicit suggestions and reinforce the initiative they display in making decisions. Remember people support what they help develop.
- **Be reasonable and flexible.** Effective volunteer leaders keep assignments within reasonable expectations of what can be accomplished, both in time and in quantity. Anticipate interruptions and obstacles and make adjustments where necessary.
- **Build openness and accessibility.** Recognize that volunteers may be reluctant to report unfinished projects or failures to you. Encourage them to bring problems to you early.
- **Provide responsibility.** When you delegate a task, be sure you give the responsibility and authority that goes with it. Without the proper resources and support, volunteers and the delegated projects are doomed to failure. When you provide opportunities for volunteers to contribute to projects, their confidence and enthusiasm for these projects increase.
- **Monitor progress.** Check with volunteers on the progress of their assignments. Do not wait until the project due date to evaluate their success. Your interest in monitoring the progress of the assignments reflects your concern for their performance. Effective volunteer leaders know that they have to "inspect what they expect."
- **Expect improvement, not perfection.** If tasks or assignments can only be done one way and that way is your way, then you are much better off to do it yourself. Otherwise, you will continually set volunteers up for failure and stifle their willingness to risk displaying initiative. In addition, it should be remembered that "success is improvement, not perfection."
- **Provide feedback and recognition.** The most important motivation for people is feedback on their efforts. However, all too often, volunteer leaders forget to compliment their volunteers for specific task completion. Verbal compliments are effective and appreciated, but for some volunteers written messages count double. Remember that when you let those around you shine, you shine with them.

Delegating effectively comes through practice and hard work, but the rewards are well worth the investment of time.

Gene Sharratt is the assistant superintendent for instructional services in Yelm School District No. 2., Yelm, Washington. Her article first appeared in the Washington State Center for Voluntary Action newsletter.

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ARE RECORDS NECESSARY?

ARE RECORDS NECESSARY?

Records should be kept for all volunteers, including students, tutors and program support people. This is necessary for the following reasons:

- * To help evaluate your program and plan for the future.
- * To help volunteers document their service and progress for income tax and employment references.
- * To provide you with information for recognition purposes.
- * To provide documentation for grant applications and reports.
- * To provide information and accountability to the program sponsors and to the board.

Records which should be kept in volunteer literacy programs are:

- * Application Forms
- * Volunteer Files
- * Volunteer Folders (one for each volunteer, student or tutor)
- * Individual Time Reports
- * Program Monthly Time Reports
- * Training Attendance Records
- * Student Contact/Tutor Contact Reports

APPLICATION FORMS

The Application Form is a vital piece of your record-keeping system. It provides basic information for other parts of the system and should be kept in the Volunteer's Folder. (See "Screening Volunteers" for sample application forms.)

VOLUNTEER FILES

The Volunteer File should contain vital information on each volunteer (current and past). This can be kept on a computer file, a simple card file or a rolodex. Any of these forms may serve as a Directory for easy access to volunteers. Pertinent information for your literacy volunteer file should include:

Name Address Phone
Job Assignment
Name of Tutor Contact or Student Contact
Phone number of Contact
Date entered program
Date left program

VOLUNTEER FOLDERS

A Volunteer Folder should be created and maintained for each student, tutor or program support volunteer. This folder is a permanent file containing all materials relative to the volunteer's work with your program. It is the equivalent of a personnel file for a paid staff member and should be treated with the same confidentiality. When a volunteer leaves the program the folder should be retained in an inactive file for future reference (in the event the person returns to work at the agency or uses your agency as a reference for another job). Items to be included in the Volunteer Folder are:

Job Application/Letters of Reference
Summary of Interview, including reasons for volunteering
Signed Contract
Record of Training Received
Reports of Student Contact or Tutor Contact and Supervisor
Evaluation Reports/ Special Recognition Received
Any Correspondence with or on behalf of volunteer
Exit Interview

TIME REPORTS AND TRAINING RECORDS

Time Reports provide a means for volunteers to keep track of their time, regardless of whether they work on site or in independent arrangements. A daily sign-in sheet works well for volunteers who work at the program site. Tutors and others who work off site should keep daily records of their volunteer time and provide these to the program on a monthly basis. The volunteer manager should keep summary sheets of all volunteer activity in your literacy program. These are a record of volunteer hours by tutors, students, contact and other volunteers.

Every volunteer who attends a training session (Orientation, Pre-Service or In-Service Training), should sign an attendance sheet. The attendance sheet should show: name or topic of the training, instructor, date and number of hours. This information should be transferred to the Training Record in the individual's Volunteer Folder and the original of the attendance sign-in sheet should be maintained in a separate file. This is used for certification, evaluation, and recognition of volunteer progress and for letters of reference which may be written for the volunteer. Careful documentation of a volunteer's attendance at required training sessions may protect the program from instances of liability. (See Risk Management Section)

TUTOR/STUDENT CONTACT REPORTS

Tutor Contact or Student Contact Reports indicate contacts made, dates and subjects discussed, and note any problems identified and action taken to resolve problems.

The need for keeping accurate records, procedures and forms should be explained during Orientation and in the Training or Procedures Manual. Timely submission of reports should be emphasized and the information from these reports should be recorded on program records and filed promptly.

CALIFORNIA STATE LIBRARY

California Adult Learner
Progress Evaluation Process

CALIFORNIA LITERACY CAMPAIGN

MONTHLY TUTOR REPORT

for the month of ____________________, ________.
(year)

(Tutor: Please complete this form and return it to the office.)

Tutor's name: ____________________

Adult learner's name: ____________________

Tutoring site: ____________________

☐ Check here if site is different from last month

Record of Hours:

	Dates	Travel hours	Preparation hours	Tutoring hours	Other hours	Total hours
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
	TOTAL					

Tutoring activities:

Materials used: ____________________

Methods used: ____________________

Text used: ____________________

Important literacy-related events in the life of the ***learner:*** (Tutor, please let the adult learner brag . . .)

____

____

Important literacy-related events in the life of the *tutor:* (Tutor, your turn to brag . . .)

Materials, resources, or assistance you need from the office:

Comments/problems: (Please indicate any change of address or telephone number for tutor or learner.)

CALIFORNIA STATE LIBRARY

California Adult Learner
Progress Evaluation Process

CALIFORNIA LITERACY CAMPAIGN

REQUIRED INFORMATION
SEMI-ANNUAL TUTOR REPORT

for the 6 months ending ____________________ , ________ .
(year)

(Tutor: Please discuss these progress areas with the adult learner for this six month reporting period or when the learner exits the program, and return this report to the office.)

Tutor's name: ____

Adult learner's name: ______________________________________

	0 - 3	4 - 6	7 - 12	13 - 18	19 - 24	25 +
(1) **How many months has the adult learner been in the program?** (check one)	☐	☐	☐	☐	☐	☐

(2) **Reading habits:**	Here is a list of some things that people often read. How often do you read these things *outside the tutoring session?*			Of those you do read, which are easy for you to read; which are hard?		
	Not at all	Sometimes (once or twice a week)	Regularly (almost every day)	Easy to Read	A Little Hard	Very Hard
Street/traffic signs	☐	☐	☐	○	○	○
Menus	☐	☐	☐	○	○	○
Mail/bills/letters	☐	☐	☐	○	○	○
Labels/instructions	☐	☐	☐	○	○	○
Notes from school	☐	☐	☐	○	○	○
Bank machines, etc.	☐	☐	☐	○	○	○
Comics	☐	☐	☐	○	○	○
Reading books to child	☐	☐	☐	○	○	○
T.V. guides	☐	☐	☐	○	○	○
Newspapers	☐	☐	☐	○	○	○
Magazines	☐	☐	☐	○	○	○
Religious materials	☐	☐	☐	○	○	○
Work Materials	☐	☐	☐	○	○	○
Books	☐	☐	☐	○	○	○
Other ______________	☐	☐	☐	○	○	○

(3) **Writing habits:**

Here is a list of some things that people often write. How often do you write these things *outside the tutoring session?*

Of those you do write, which are easy for you to write; which are hard?

	Not at all	Sometimes (once or twice a week)	Regularly (almost every day)	Easy to Write	A Little Hard	Very Hard
Checks	☐	☐	☐	○	○	○
Notes/memos	☐	☐	☐	○	○	○
Orders	☐	☐	☐	○	○	○
Recipes	☐	☐	☐	○	○	○
Forms/applications	☐	☐	☐	○	○	○
Reports	☐	☐	☐	○	○	○
Letters	☐	☐	☐	○	○	○
Stories/poems	☐	☐	☐	○	○	○
Articles	☐	☐	☐	○	○	○
Greeting cards	☐	☐	☐	○	○	○
Crossword puzzles	☐	☐	☐	○	○	○
Other ________________	☐	☐	☐	○	○	○

(4) **Outside the tutoring session, approximately how much time do you read during a typical week?**

☐ Not at all
☐ A few minutes
☐ About an hour
☐ Two to three hours
☐ Four or more hours

(5) **Outside the tutoring session, approximately how much time do you write during a typical week?**

☐ Not at all
☐ A few minutes
☐ About an hour
☐ Two to three hours
☐ Four or more hours

(6) **List reading goals worked on this 6 months in order of importance to the learner:**

	Total number of months worked on this goal.	Indicate Starting CLC Level (R W S P A)	Indicate Current CLC Level (R W S P A)	Indicate if Goal Completed? Yes	No
Goal: ______________________________	_____	_____	_____	☐	☐
Goal: ______________________________	_____	_____	_____	☐	☐
Goal: ______________________________	_____	_____	_____	☐	☐
Goal: ______________________________	_____	_____	_____	☐	☐

CALIFORNIA STATE LIBRARY - *California Adult Learner Progress Evaluation Process*

(7) **List writing goals worked on this 6 months in order of importance to the learner:**	Total number of months worked on this goal.	Indicate Starting CLC Level (R W S P A)	Indicate Current CLC Level (R W S P A)	Indicate if Goal Completed? Yes	No
Goal: ____________________	____	____	____	☐	☐
Goal: ____________________	____	____	____	☐	☐
Goal: ____________________	____	____	____	☐	☐
Goal: ____________________	____	____	____	☐	☐

(8) **Estimate of overall CLC reading level**

____ R - ***Readiness*** - recognize letters and numbers

____ W- Sight ***words*** and vocabulary of interest

____ S - Simple ***sentences***

____ P - Complex sentences and ***paragraphs***

____ A - ***Application*** to new situation

(9) **Estimate of overall CLC writing level**

____ R - ***Readiness*** - write letters and numbers

____ W- Sight ***words*** and vocabulary of interest

____ S - ***Sentences*** that form complete thoughts

____ P - Sequenced sentences to form ***paragraphs***

____ A - ***Application*** for different purposes

(10) **Which one of these phrases would describe you best?**

"I can't read."	"I can read, but only simple things."	"I can read, but I can't understand."	"I can read, but not under pressure."	"I can read, and I like to read."

(11) **Which one of these phrases would describe you best?**

"I can't write."	"I can write, but just letters & words."	"I can write, but, only simple things."	"I can write, but I can't spell."	"I can write, and I like to write."

(12) Do you think being in this program helped you find a job or helped you in your work during the past six months?

☐ Yes ☐ No **Please explain your answer:** ____________________

____

____

(13) Why did you decide to leave the program? (Complete only if learner left the program during this reporting period)

☐ Met goals
☐ Entered job training
☐ Moved
☐ Job change
☐ Unknown
☐ Child care problems
☐ Health problems
☐ Lack of interest
☐ Transportation problems
☐ Family crisis

☐ Referred to other program: ____________________

☐ Unhappy with program (please explain): ____________________

____

____

☐ Other: ____________________

FOR THE RECORD:

Effective Volunteer Management Through Documentation

By Peggy A. Sissel, M.A.

When was the last time you were asked "how many volunteers do you have in your progam?" It is a simple question to answer, yet it is often the only one that volunteer administrators address. Going beyond this superficial evaluation of the numbers requires some effort, therefore, some administrators of volunteer programs question the use of recording and reporting volunteer hours because "they have more important things to do."

If we evaluate this task in terms of the management function it serves, however, we discover that the information gained far outweighs the time spent in gathering it. Put simply, documentation of volunteer involvement can lead to a greater understanding of your program and of the individuals who serve within it.

Any negative attitudes you may have about record-keeping need to be addressed before you start this process. You may think that the recording of volunteer hours is too time consuming or too confusing. Worst of all, you could discover that your program has a problem. But be positive. As we explore the value of recording and reporting volunteer hours, you will see how it can benefit not only your program but everyone involved.

There are four reasons why you need to maintain formal records of volunteer participation in your agency:

- The individual volunteer
- The volunteer program
- The organization
- The community

Let us consider each of these areas and the impact that proper documentation can have on issues of management.

The Individual Volunteer

Encouraging, evaluating and recognizing individual volunteers are a big part of a program administrator's job. Yet, it may not be possible for you to interact with each volunteer during his/her scheduled shift. Therefore, documentation of attendance is a basic, crucial function. Tardiness, absenteeism and early departures can tip you off to a volunteer who needs more attention or assistance, and possibly a new placement.

Remember, too, that the feedback you give volunteers through the evaluation process is extremely valuable. You want to help the volunteer achieve his/her desired goals within your program, so it is important that your criteria for reviewing performance be objective and fair. A volunteer's record of hours is an excellent source of information to draw upon during evaluations, since it reflects a volunteer's level of attendance, punctuality, and any efforts that have gone beyond expectations.

Many individuals seek to gain skills and experience while volunteering and will ask you to provide a reference for future schooling or employment. The number of hours a volunteer has contributed can be an important indicator of their drive, motivation and commitment. Your written records of participation are the foundation on which to base a fair appraisal long after the volunteer has left your program.

Your records of a volunteer's hours can also be helpful to the individual at tax time. Although the actual hours of service donated are not tax-deductible, many nonreimbursable expenses incurred while a volunteer is on duty are tax-deductible. You may be asked to supply documentation of a volunteer's time and efforts if he/she has chosen to itemize any allowable expenses.

One of the most important reasons for recording volunteer hours is that without a written record of participation, it is difficult to recognize effectively the efforts of volunteers. The number of hours, months or years of service are important markers of an individual's merit to your agency and their level of commitment to their community. This reason alone may be what has prompted past documentation of hours in your program. If so, wonderful, but use it now to your best advantage.

Some participants in your program may *require* formal record-keeping of their activities. Community restitution and probation departments mandate accurate docu-

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Peggy Sissel is the director of volunteer services for the Galveston County Health District in Galveston, Texas. She holds an M.A. in Adult and Continuing Education from Michigan State University and received a B.A. in Communications at the University of Iowa. She has worked with volunteers for the past seven years on issues such as domestic violence, sexual assault and teen suicide.

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mentation of hours, as do schools that place interns and students with your organization. This information should be considered as valuable to you and your program as it is to the individuals placed with you.

The Volunteer Program

Accurate record keeping can give feedback and encouragement to the individual in a number of ways, but what about its use in managing the volunteer program as a whole?

Program planning, needs assessment and project evaluation are another major responsibility of a volunteer administrator's job. Like the individual volunteer, program directors also need to be encouraged and motivated while doing a job that can be wonderfully satisfying and exceptionally frustrating at the same time. Solid data that reflects the overall health of the program, including its ups and downs, can offer inspiration and motivation. At the very least, information about volunteer participation can alert you to problems or concerns that need to be addressed.

What if you should discover that your program isn't as effective as you had assumed? A successful manager realizes that it is better to document the problem and plan for change and improvement than to ignore the issue and hope it goes away.

Information about the level of volunteer participation can help you set goals for your program. You may discover that you need to explore more effective methods of recruiting volunteers, or address ways of retaining them once they are in your service. You might need to develop more meaningful roles for volunteers to keep them active and interested, or expand the number of hours volunteers are asked to contribute. Your figures may indicate that you need to change your criteria for accepting volunteers, choosing only those who are ready to take their volunteer commitment seriously. Regardless of the outcome of your evaluation, recognizing your program's strengths and weaknesses is a vital part of program development.

Some volunteer administrators are required to justify their salaries and programming expenses through the documentation of volunteer participation. Even if this is not required of you, begin to do so. Regardless of the number of hours a volunteer coordinator works, there is always more that needs to be done. This is especially true if your program is growing. Use this practice of reporting your successes (and efforts at improvement) as a means of supporting and promoting your program. This information is also vital when requesting increased staff or expenditures.

Documenting today's volunteer hours will help you compile that end of the month report, justify your budget, plan for growth or change and help you become a more effective manager. In time, it will also enable you to chart the development of your program, which will provide an important record for your program staff, especially if you should move on to another position.

> **One of the most important reasons for recording volunteer hours is that without a written record of participation, it is difficult to recognize effectively the efforts of volunteers. The number of hours, months or years of service are important markers of an individual's merit.**

The Organization

The volunteers you coordinate belong to the entire agency for whom you work, not simply to your program. They are there to help with the specific service or function of your organization. Agency staff often do not see the volunteer program's connection to themselves, however, and thereby dismiss it as something they do not need to concern themselves with. You may have to convince them of the value of volunteers, and you can do so by providing facts about how volunteers contribute to the organization.

Your records of volunteer efforts can motivate staff to use volunteers and can facilitate good relationships with co-workers other than management. Employees unfamiliar with the benefits of volunteer programs may resent the hiring of a paid volunteer coordinator when, as they may see it, the money could be better spent if another nurse, accountant, counselor, etc. were hired. Positive staff and volunteer relationships are critical to the success of any volunteer program.

Obviously, if a volunteer program is to be successful, ownership and interest of this program needs to be agency-wide. Therefore, you will want to "share the glory" with the staff and let them know how effective their efforts are at managing volunteers. You will also want to provide assistance (or seek assistance as the case may be) if you find that there is a problem in a particular area. Some of these issues can be discovered through analysis of your volunteer records.

For example, you may find that one department has a group of volunteers that consistently puts in additional hours, or that an office that had used four volunteers one month now has none participating. Patterns often emerge from the records that can help you take note of seasonal needs, programming changes or problems with staff and volunteer relations.

By reporting your findings to each department or supervisor, you offer them the same information and insight from which you have benefited. Ultimately, this results in promoting acceptance and understanding of the value of volunteers, which translates into more effective management at the department level. This sharing of information about your volunteer program creates a spirit of team work, camaraderie and respect. In many ways, this is the greatest success.

The knowledge of why volunteers get involved in your agency, how they are managed and the importance of their service to the organization can be used as a positive message to everyone in the agency, as well as to the entire community.

The Community

Positive community and agency relations promote a better understanding of the need for your service and the importance of the issues you address. Whether it be prison reform, education, domestic violence, public health, the environment or historical restoration, an organization that serves the community also needs the community behind it.

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One of the best ways to foster this support is by including volunteers in your services. Members of the community who are involved in providing your service will be some of your most vocal allies and some of your best proof that the agency is both responsive and effective.

As a program administrator, your leadership is also important whether you are concerned with the recruiting end of the volunteer continuum or the recognition side of this community involvement. It is your responsibility to provide feedback about the ways volunteers have helped your agency. Remember, that if it is of value to document the number of people your agency serves each year, isn't it also important to be able to say how many people served your agency?

When you recognize a great volunteer by publicly thanking him or her, you also pat the organization on its proverbial back by saying, "Look, here is a critical issue being dealt with by an important agency, which is being helped by this valuable person." And who is this person but a volunteer who gets no pay and who contributes time simply because he/she thinks it is a good thing to do. In fact, there are many more people just like this person who believe in what you want to accomplish. So shout it from the rooftops, but be ready to prove it through documentation.

The importance of maintaining careful records of community participation cannot be underscored enough, for without these records the individual, the program and the organization could not be held accountable or be promoted adequately.

Of course, volunteer recognition helps the agency and the volunteer program, and it makes the volunteer feel good, but it also helps the community. How? By creating awareness of a problem or issue and the ways to solve it, by presenting opportunities to get involved for the civic good, and by promoting positive leadership.

Another way to envision the vital nature of record-keeping as a management tool is to think of every hour of volunteer time as a "little letter of support." In any proposal for funding, letters of support from community leaders, service providers and civic groups provide a show of support for the agency and its concerns. These letters advocate that the funding source contribute to this worthwhile effort. Every volunteer hour that you report as having been contributed to the agency increases the perceived level of community support.

A positive image in the community can go a long way towards acquiring and maintaining funding levels which will allow you to continue providing services. This is true whether your funding is service generated or comes from taxpayers and private foundations.

Regardless of the type of service your agency provides, you want it to be meaningful, helpful and effective to those you serve. If you believe your organization contributes to the good of the community, then you want it to be the best that it can be. That means implementing sound, responsible management practices that benefit everyone in the agency and outside of it.

These are cynical times we live in, so more than ever we need to inspire, motivate and perpetuate the good in all of us and in our community. The documentation of volunteer contributions can be the good news that inspires the best in all of us.

A CHECKLIST FOR DOCUMENTING VOLUNTEER PARTICIPATION

- ☐ Do you currently keep records of volunteers' hours?
- ☐ Do you keep up-to-date documentation of these hours on each volunteer?
- ☐ Do you use a record of hours contributed as a resource for evaluation of volunteers?
- ☐ Do you record volunteer hours for each department or project in which volunteers are placed?
- ☐ Do you issue regular reports to agency administration and department supervisors about volunteer involvement?
- ☐ Do you use this information to evaluate management practices of each program or department?
- ☐ Do you use this information to evaluate the strengths and weaknesses of the volunteer program as a whole?
- ☐ Does your agency include reports on volunteer contributions in funding requests and grant proposals?

MINNESOTA OFFICE ON VOLUNTEER SERVICES
Record Keeping Check List

Individual volunteer files might include the following forms:

____ Application
____ Interview Form
____ Time Record
____ Job Description
____ Performance appraisal
____ Training Record
____ Confidentiality statement (if required)
____ Records required by the agency
____ Contracts (if any)
____ Exit interview
____ Volunteer Experience Summary
____ Letter of reference

Program records kept by the volunteer organization might include:

____ Goals and Objectives
____ Number of Volunteers
____ Number of Hours
____ Kinds of volunteer activities
____ Number and kinds of services provided
____ Recruiting statistics
____ Exit statistics
____ Client participation/progress reports
____ Client satisfaction
____ Cost of various activities
____ Program evaluation from the point of view of the volunteer, client and staff
____ Budget records
____ Training performance before and after
____ Number of people trained
____ Cost effectiveness

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MINNESOTA OFFICE ON VOLUNTEER SERVICES

VOLUNTEER TIME RECORDS
(Sample Formats)

SAMPLE FORMAT #1 - VOLUNTEER MONTHLY TIME RECORD (for use within agencies or for volunteer's personal records)

Name ______________________ Job Title ______________________ Month/year __________

Agency/Organization ______________________________________

DATE	TIME BEGIN/END	TOTAL HOURS	TASKS PERFORMED/ACCOMPLISHED	COMMENTS

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Volunteer Time Records

SAMPLE FORMAT #3 - VOLUNTEER TIME SHEET (for jobs where volunteers are at the same location, performing same tasks each time)

Reporting Dates

Name ______________________ Job Title ______________________ ________ to ________

DATE	PLACE	IN	OUT	TOTAL	COMMENTS

TOTAL HOURS

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Volunteer Time Records

SAMPLE FORMAT #4 - VOLUNTEER MONTHLY TIME REPORT (for volunteers to submit to agencies at end of month)

Name ______________________ Job Title ______________________ Month/year ____________

Department ______________________ Supervisor ______________________

Total Hours ______________________ Number of Clients Served ______________________

Please insert number of hours worked on each date

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Comments:

(Return to Volunteer Coordinator via your supervisor on first day of the month)

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HOW ARE WE DOING?

HOW TO ARE WE DOING?

"THE NUMBER ONE MOTIVATOR OF PEOPLE IS FEEDBACK ON RESULTS. FEEDBACK IS THE BREAKFAST OF CHAMPIONS."

Kenneth Blanchard, Ph.D
Co-author, The One-Minute Manager

EVALUATE THE VOLUNTEER

Volunteers, like paid staff, require feedback regarding the job they are doing. Feedback should be delivered through periodic evaluation and recognition of the value of volunteer work. The basis for evaluating the performance of literacy volunteers is built into the job description. Guidelines for evaluation should be planned in the beginning and be specific to the particular role the volunteer has played in your program. Determine who will do the evaluation and what will be evaluated. Questions to be answered as part of tutor evaluation are:

Has the volunteer:

* Performed according to job expectations?
* Attended required training sessions including In-Service Training?
* Been on-time to meet with students and other program activities?
* Been sensitive to special needs of students?
* Been effective as a tutor or support program volunteer?

Plan regular evaluations every six months to one year. Upon entering your program, literacy volunteers should understand that they will be evaluated and what the process and the basis of evaluation will be. Let them know you will be conducting evaluation meetings and when those evaluations will occur. A formal schedule for evaluation does not eliminate the need for immediate praise or reprimand when the occasion arises. Immediate feedback is rewarding to a volunteer and immediate correction of problems may prevent disaster.

Evaluations should provide an honest appraisal of the work performance of the tutor, student or other volunteer. The evaluation process should also allow for input from the volunteer. It provides volunteers an opportunity to express dissatisfaction with their jobs or the program and allows for correction of a problem before it results in dropout. Evaluation sessions can be used to recognize and congratulate good work done by volunteers as well as to discuss shortcomings where volunteers are not working up to expectations.

Evaluation of volunteers is the key to assuring that their needs and motivations are fulfilled. Because motivations may change, the evaluation process should provide opportunities to adjust the program or consider reassignment of jobs, if necessary, to address the changing needs of your volunteers.

Evaluation of tutors should be done on a regular basis by direct contact. New tutors should be formally evaluated within a few months after beginning to monitor their confidence and ability. Students could also be asked to evaluate their tutors. Evaluation of students should be carried out through standard tests and periodic assessment of progress by tutor and by student contact. Informal recognition or guidance is also necessary to let the volunteer know that his/her work is valued.

EVALUATE THE PROGRAM

The overall effectiveness of the literacy volunteer program should be reviewed periodically. This is usually done on a yearly basis. Each objective should be evaluated for results. Questions to be answered are: what was accomplished and was the measure of success achieved? This will provide direction for future planning. The evaluation of your objectives and how they have contributed to the accomplishment of your goals should be reported to your Board Members and funding providers.

SAMPLE VOLUNTEER EVALUATION FORM

☐ MONTHLY ______________ TO ______________

☐ QUARTERLY ______________ TO ______________

☐ ANNUALLY ______________ TO ______________

VOLUNTEER'S NAME ______________ JOB ______________

ATTENDANCE % ______________ NUMBER OF HOURS ______________

EVALUATED BY ______________ TITLE ______________

EVALUATION CODES

1 = POOR 2 = FAIR 3 = GOOD 4 = VERY GOOD

5 = EXCELLENT 6 = NOT APPLICABLE

1. ATTITUDE TOWARD JOB:
2. RELATIONS WITH PAID STAFF:
3. RELATIONS WITH VOLUNTEER STAFF:
4. RELATIONS WITH CLIENTS:
5. QUALITY OF WORK ASSIGNMENT PERFORMANCE:
6. QUALITY OF WORK ASSIGNMENT SPEED:
7. PROGRESS TOWARDS VOLUNTEER'S CONTRACT GOALS:

RECOMMENDATIONS: ______________

____

COMMENTS: ______________

____

SIGNATURES:

	DATES
EVALUATOR: ______________	______________
VOLUNTEER: ______________	______________

VOLUNTEER PERFORMANCE EVALUATION

Name ____________________ Date ____________

Performance Factors	*E	S	NI	Comments
Dependability				
– Availability				
– Judgment				
– Attendance at meetings				
– Following of procedure				
– Record keeping				
Interpersonal Relations				
– Relations with clients				
– Relations with staff				
– Relations with other volunteers				
– Teamwork/Cooperation				
Personal Qualities				
– Neatness				
– Insight into self and others				
– Sensitivity				
– Initiative and creativity				

*E=Exceeds Requirements S=Satisfactory NI=Needs Improvement

Overall ____________________________

____

____

Volunteer Volunteer Coordinator

VOLUNTEER SELF-EVALUATION

1. What capacities/strengths have you developed through your volunteer work?
2. What do you feel you still need to work on?
3. How would you describe your relationships with staff, clients, and other volunteers?
4. What do you get from staff that is helpful?
5. What more do you need from staff?
6. Describe your most satisfying experience as a volunteer with this agency.
7. Describe your most frustrating experience as a volunteer with this agency.

THE DIFFICULT VOLUNTEER

HOW TO MANAGE THE DIFFICULT VOLUNTEER

There is a misconception that you should not require too much in the way of accountability because volunteers are not paid for the work they do...... Volunteers can live up to commitments and should be expected to do so!

Once a volunteer has entered your program, every effort should be made to keep moving toward effective work relationships. The primary focus of this manual is creation of an atmosphere in which volunteers will be motivated to perform effectively, and will experience job satisfaction. But there are occasional times when the literacy program manager must deal with a difficult volunteer.

A "difficult volunteer" might be described as:

* not living up to expectations/responsibilities
* breaching client (student) confidentiality
* disregarding rules or procedures of the program
* violating the tutor/student relationship

A troublesome literacy volunteer does not have to be tolerated. Allowing one to remain could lead to poor morale among others, cause destructive influences and undermine the goals of your program. When a volunteer is so difficult to manage that his/her work performance will never live up to expectations or is jeopardizing your program, that volunteer's behavior should be corrected or the volunteer should be removed from the program.

A volunteer, like any employee, should be given the courtesy of understanding the circumstances when s/he may be asked to leave. First and foremost, Job Descriptions clearly identify the volunteer's responsibilities and commitment to the job. Screening interviews and volunteer contracts further clarify questions about the job. Required training sessions describe the evaluation process and possible follow-up action when work or commitment do not meet requirements.

The most effective tool for managing a difficult volunteer is the evaluation process during a face-to-face interview. Encourage the volunteer to evaluate his/her own work and support received from the program. During this two-way communication the volunteer will frequently express dissatisfaction. At this point the evaluator should begin to develop a solution to the problem or show the volunteer that the position s/he is serving in is no longer appropriate. Sometimes the volunteer recognizes that s/he not suited for the job assigned and can be directed into another area of volunteer work within the program or referred to a more suitable program.

The expectations of your literacy program should be clarified and volunteers may be asked to work harder if that is the obvious solution. The volunteer may also have some unfulfilled expectations which might be revealed through questions such as:

- Was training adequate or is there some additional training which can be provided?
- Was counseling/guidance adequate?
- Have the needs or motivating factors of the volunteer changed and can the program still meet those needs?

When none of the above will work and the volunteer must be fired or retired, an accepted procedure should be followed. The best approach is to tackle the problem directly and explain the unacceptable behavior and the detrimental effect it is having on the volunteer program. If the problem is of a critical nature such as a literacy tutor who is jeopardizing a relationship with a student or violating the rules of the program, immediate corrective action will be necessary. In these instances, document the problem as accurately as possible and call the volunteer in for a conference to discuss the situation.

In the case of a long-standing volunteer who is no longer effective, s/he may be "retired" and given emeritus classification in recognition of the years of service to the program. This type of recognition could be built into the program and used when necessary.

It is possible that negative public relations may result from "firing" a volunteer. But the inherent danger to the program and its responsibility to the student must take precedence over any potential public relations problem. An intolerable situation could cause more problems in the long run. Be considerate and sincere in your approach to the "firing" and always act ethically. Above all, show appreciation for the time the volunteer devoted to your program.

ARE WE AT RISK?

ARE WE AT RISK?

It is the responsibility of the program to insure that volunteers have the necessary skills for specific jobs. The literacy program must provide screening, training, matching and supervision to reasonably protect volunteers, and the program itself, from liability. Risk is managed by analyzing activities and incorporating reasonable safeguards. Where necessary, insurance should be considered by the program or through the volunteer's personal coverage.

LIABILITY

VOLUNTEERS ARE SUBJECT, LIKE ALL OF US,
TO LEGAL RESPONSIBILITY FOR THEIR ACTIONS.

The legal responsibilities of volunteers are determined by the scope of their work. For example, direct service volunteers may be held liable for any negligence on their part while performing volunteer work. Volunteer Board Members have certain obligations in directing and managing the non-profit agencies they serve. In literacy programs areas of liability could concern instances of confidentiality, tutoring in private homes, or driving a student, tutor, or other volunteer in a car.

Steve McCurley, VM Systems, an attorney who has worked for The National Center for Citizens Involvement, defines these increasingly serious levels of liability:

accident = something happened connected to the volunteer but not caused by an act or omission on the part of the volunteer.

simple negligence = volunteer contributed to the wrong-doing, but did so in an inadvertent sense or by making a small mistake.

wanton/gross negligence = volunteer was responsible for the wrong-doing in a direct way and through a serious mistake.

intentional misconduct = volunteer deliberately did something wrong, knowing that the action was wrong.

In the State of Nevada, a volunteer would be found liable if s/he was found to have made a major mistake which would constitute gross negligence or intentional misconduct. Legislation passed by the Nevada State Legislature in 1987 was aimed at easing the liability burden faced by volunteers by making it more difficult for someone to prove successfully that a volunteer is legally liable for civil damages. NRS 41.485 limits liability to an act which is intentional, willful, wanton or malicious.

However, this legislation does not:

* prevent volunteers from being sued.
* eliminate the need for insurance.
* eliminate the need for good volunteer management.

Volunteers and volunteer programs may be protected from some questions of liability in any alleged wrong-doing by having a carefully planned volunteer program in place. Volunteers must attend orientation and training which covers the elements of risk related to their volunteer jobs. They should be instructed regarding what they are authorized to do and what activities are beyond the scope of their work for the agency. For example, in a literacy program, tutors may meet their students at locations which are off site of the program. The permissible sites should be described. What is not permissible should also be defined. For instance, the tutor may not be authorized to drive the student in his/her car or vice-versa.This should be carefully explained during orientation or in the training sessions and the volunteer's attendance at the training session should be documented. Some programs ask for a signed agreement of understanding as to the critical limitations of their relationships with volunteers and students.

An effective training exercise would be a series of role plays or case studies where situations are presented and the tutor or other volunteer is asked how s/he would proceed. For example, if asked to help balance a personal bank account for the student, what should the tutor do?

In the event that children are served by a volunteer program, NRS Chapter 179A.180-.240, INFORMATION RELATING TO SEXUAL OFFENSES, would apply.

LIABILITY OF NONPROFIT CORPORATIONS, ASSOCIATIONS OR ORGANIZATIONS FOR THEIR ACTS OR ACTS OF AGENTS, EMPLOYEES OR SERVANTS

41.480 Imposition of liability; conditions and limitations on actions based on acts and omissions of officers or directors.

1. A nonprofit corporation, association or organization formed under the laws of this state is not immune from liability for the injury or damage caused any person, firm or corporation as a result of the negligent or wrongful act of the nonprofit corporation, association or organization, or its agents, employees or servants acting within the scope of their agency or employment.

2. No action may be brought against an officer, trustee, director or other possessor of the corporate powers of a nonprofit corporation, association or organization formed under the laws of this state based on any act or omission arising from failure in his official capacity to exercise due care regarding the management or operation of the entity unless the act or omission involves intentional misconduct, fraud or a knowing violation of the law.

(Added to NRS by 1957, 63; A 1987, 85)

41.485 Conditions and limitations on actions: Acts and omissions of volunteers of charitable organizations.

1. Except as otherwise provided in subsection 2, a volunteer of a charitable organization is immune from liability for civil damages as a result of an act or omission:

(a) Of an agent of the charitable organization; or

(b) Concerning services he performs for the charitable organization that are not supervisory in nature and are not part of any duties or responsibilities he may have as an officer, director or trustee of the charitable organization, unless his act is intentional, willful, wanton or malicious.

2. This section does not restrict the liability of a charitable organization for the acts or omissions of a volunteer performing services on its behalf.

3. As used in this section:

(a) "Agent" means an officer, director, trustee or employee, whether or not compensated, or a volunteer;

(b) "Charitable organization" means a nonprofit corporation, association or organization, or a licensed medical facility or facility for the dependent, but does not include a fire department, law enforcement agency or auxiliary thereof; and

(c) "Volunteer" means an officer, director, trustee or other person who performs services without compensation, other than reimbursement for actual and necessary expenses on behalf of or to benefit a charitable organization.

(Added to NRS by 1987, 1066)

VOLUNTEER LIABILITY AND INSURANCE

In our contact with leaders of volunteer organizations, the Nevada Office of Voluntarism finds a clear concern about the issues of liability and insurance coverage. Organizations are faced with drastically increased rates for liability insurance or finding that insurance coverage is non-existent. There seems to be no rationale to these rate increases as they are not based on the experience of the organization or of non-profits in general.

Liability should be examined, the risks calculated and evaluated, and insurance coverage should be considered for the volunteers who provide services for the organization or agency as well as for the directors and officers who serve voluntarily on boards. There are two categories organizations should consider for insurance coverage.

One is directors and officers (D & O) insurance which provides coverage for members of Boards of Directors against wrongful action claims. A board member is charged with the responsibility for properly managing and supervising the organization and insuring that the operations are properly carried out by board and staff. This means that a director may be liable for acts of the board unless he or she has recorded opposition to those actions. In today's litigious atmosphere, some qualified individuals are reluctant to serve as an officer or member of a board which does not provide D & O insurance. If the organization does not provide such insurance, it may be advisable for an individual to add coverage to his or her personal insurance plan.

Another category for consideration is general insurance which protects all volunteers and staff against actions arising during the course of their work for the organization. Organizations should consider insurance to protect their volunteers in instances of accidents which cause injury to the volunteers themselves as well as coverage for things the volunteers might cause to happen to their clients. An example is automobile or other accidents which could occur as a result of the service provided by volunteers. Many volunteers drive clients to and from doctor's appointments, meetings and recreational activities. Automobile insurance should be provided in those instances. Some volunteers handle large sums of money and should be bonded. Others are involved in programs which offer advice, counselling and other direct service activities which could result in law suits accusing the volunteer of wrongful acts.

Each organization should review the type of work assigned to their volunteers and analyze the risks involved. These risks will vary and there is no general statement as to the necessity for or extent of insurance coverage. Once the Board has assessed these risks, an insurance broker can help them evaluate the cost of insurance relative to the risks involved.

As more attention is being given to the risks and costs of volunteering, the Nevada State Legislature has considered legislation to limit the liability of volunteers. SB6, which became law during the 1987 session, limits the liability of officers and directors of corporations including non-profit corporations. In order to be covered by the provisions of SB6, an organization must amend its articles of incorporation to include provisions in this law. While this bill appears to lessen the liability for volunteer officers and directors, it does not eliminate the need for D & O insurance. There is no such thing as immunity from law suit: however the new law may help to discourage nuisance law suits by protecting officers and directors who have acted with due diligence in the performance of their duties.

The same statement is true of AB302, legislation which limits the liability of most volunteers serving in capacities other than supervisory or as officers, directors or trustees of an organization. This bill specifically excludes acts which are intentional, willful, wanton or malicious. AB302 was passed by both houses of the legislature and, at this writing, is pending the Governor's signature.

The Nevada Office of Voluntarism will continue to provide information on questions of liability and insurance. Sessions are planned for the Nevada Volunteer Leadership Conference and the regional meetings to cover these subjects in more detail.

NEVADA
VOLUNTEER

RISK MANAGEMENT

Each literacy volunteer program should take a look at activities and assess the risks involved. In this exercise you must be honest and examine the negative side to your programs. When planning the need for training, supervision and insurance, we must evaluate the activities of the program and the potential for things to go wrong.

Program managers should:

- Identify activities which are potentially dangerous.
- Brainstorm what could go wrong.
- Evaluate how probable it is that those things are going to occur.

For each activity where risks are probable, there are several options:

- stop the activity
- eliminate the problem
- select, screen, train, supervise volunteers
- reduce harm
- negotiate coverage via
  - waiver
  - memo of understanding
  - insurance

You can build protection into your literacy volunteer management program by properly screening, training and supervising your volunteers with the potential risks in mind.

The tutor/student relationship is one which should be examined for potential risks to both tutors and students. In this type of relationship, the student often relies on the tutor for help and advice beyond the scope of the program. To prepare your, students as well as tutors, each potential risk should be identified and rules or procedures defined. This should be planned in the beginning and provided for as follows:

- Job Descriptions should state qualifications for job.

- Screening process should identify skill requirements and physical qualifications.

Build into your training program:

- This is what you do.
- This is what you don't do.

Volunteer Directors should provide guidance and direction through "if" statements:

- If this happens, do this.
- If anyone tells you to do something I tell you not to do, see me first, I'll back you up.

Note: This section is based on a workshop given by Steve McCurley, UM System.

Volunteer Insurance

Types of Insurance:

1. Health/Accident
2. Personal Liability
3. Vehicle
4. Professional Liability
5. Bonding
6. Directors and Officers
7. Special Event

Key Questions In Considering Insurance:

1. Is there a clear risk?
2. Can risk be better handled by other means?
3. Is volunteer already protected?
4. Would we cover if this were paid staff function?

How to get Insurance:

1. Add to staff/agency coverage in same area.
2. Purchase seperate volunteer insurance policy.
3. Join in umbrella plan with other agencies.
4. Ask volunteer to purchase individual coverage.

Key Areas to Check In Coverage:

1. What volunteers are covered?
    a. Does agency maintain registry?
    b. How are new volunteers added?
2. Where are volunteer covered?
    a. Worksite
    b. Travel to and from
    c. Home
3. How does coverage mesh with other policies?
    a. Primary or secondary?
    b. Additional insureds?
4. Who are volunteers covered against?
    a. 3rd parties?
    b. Clients/parents?
    c. Staff/volunteers?

SOME COMPANIES OFFERING VOLUNTEER INSURANCE:

CORPORATE INSURANCE MANAGEMENT ASSOC.
Volunteer Insurance Service
4200 Wisconsin Ave. NW
Washington, DC 20016-2199
(202) 244-5678

NATIONAL HOSPITAL VOLUNTEERS INSURANCE PLAN
Two Madison Ave.
Larchmont, NY 10538
(914) 834-9326

CONSORTIUM FOR HUMAN SERVICES
P.O. Box 1183
San Jose, CA 95108
(408) 297-0755

PROFESSIONAL INSURANCE CONSULTANTS, INC.
211 Sixth Ave. North, Suite 210-S
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A JOB WELL DONE

A JOB WELL DONE

> ***People have a right to know that their work makes a difference and that somebody appreciates their efforts. Nowhere is this more true than in the volunteer community, where countless numbers of women and men, young and old, famous and obscure, poor and wealthy contribute their time, talent, and energy to make life better for someone else... without pay.***
>
> ***Handbook for Volunteer Recognition***
> ***Minnesota Office on Volunteer Services***

RECOGNITION

Recognition should be an on-going series of activities which acknowledge and celebrate the achievement of volunteers. Plans for recognition should be an integral part of the management process built into the overall program.

Recognition can be as simple as a smile when you pass the volunteer on or off the job. Saying thank-you is too often forgotten in the "busy-ness" of everyday work. Ken Blanchard, co-author of *The One-Minute Manager* discovered that most workers say, "I think I have done a good job, if I haven't been chewed-out lately by the boss." Try to say something good about a person's work every day. Blanchard suggests that the key to developing people is to "catch them doing something right." His concept of "one-minute praising" has 4 important elements:

* Be Immediate
* Be Specific
* Share Feelings
* Encourage Good Behavior

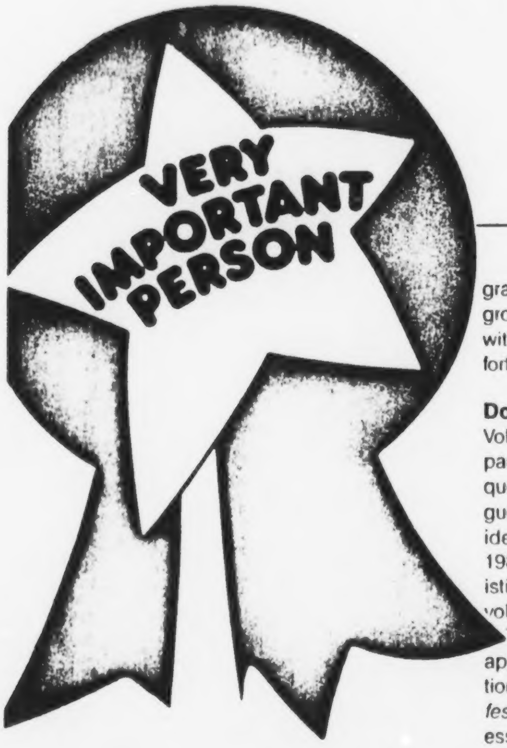
This goes a long way toward employee satisfaction and is even more important when applied to volunteers. Remember, the pay they receive is something other than dollars, and often good will and recognition are the most important elements of volunteer job satisfaction.

Special events or recognition activities can be planned on an annual basis with recognition for outstanding work given during monthly volunteer meetings or in newsletters. Different people value different forms of recognition, ranging from the intangible smile or thank you, to the tangible pin or certificate, to practical documentation or a written recommendation for a job. People who volunteer often do so for different reasons than those who work for pay and these reasons should be recognized on a regular basis as well as by special recognition activities.

VOLUNTEER RECOGNITION

The Touch of Care That Makes a Difference

By Pat Sims



Recognizing volunteers expresses an agency's appreciation of those individuals who are involved and committed. It also motivates volunteers to continue or increase their involvement, promotes volunteer programs and encourages others to "try it out."

It is important to remember that volunteer recognition will not make or break a program, but it signifies an added touch of care that can make it all worthwhile to the volunteer. Even if volunteers quit the program, they will remember the good growth-producing experience they had with an agency that recognizes their efforts.

Down to Details

Volunteer recognition may bring to mind parchment certificates or annual banquets, complete with silver teacups, with a guest speaker from the community. These ideas are better than nothing, but this is 1988. It is time to be creative and humanistic with the way we say "thank you" to our volunteers.

There are two cue words that can be applied to all areas of volunteer recognition (and volunteer administration): *professionalism* and *humanism*. It is not necessary that the volunteers know these words, but they should feel the results of them.

Professionalism

The first—professionalism—can be demonstrated simply by maintaining a folder and file card on each volunteer. The folder contains a list of all recognition the volunteer has received (along with the date), copies of volunteer hours, letters of recommendation, evaluations, contracts, etc.

The file card lists basic data: name, address, phone, birth date, special requests and an ongoing list of all volunteer activities. This card is reviewed weekly.

What's the reasoning behind all of this record keeping? So each volunteer has the confidence that all data is being kept, and that the staff is familiar with the volunteer's needs and continually tries to match this with available opportunities.

Humanism

Humanism is the second cue word and the fun part of a volunteer program. A person can only be thrilled with a paper certificate so many times, so change it! Play with it! Mold it! Turn it into a chocolate kiss or an orange with a face drawn on it.

Recognition, when possible, should be personally tailored to the volunteer with feeling. Look into the volunteers. If you don't work closely enough with them, check with staff or the participants. For example, if the volunteer camp counselor loves teddy bears, strategically place a teddy bear sticker on the front of her next thank-you note.

When recognizing volunteers, there are two general rules to follow:

1. The recognition should be ongoing—not just at the beginning or the end.
2. Recognition should follow a precise system, but at the same time be caring and flexible, taking individuality into account. For example, keep records of each form of recognition given to the volunteer, but don't hesitate to slip a candy kiss on top of his or her gloves. It's the humaneness, the spontaneity behind the forms that makes a superior volunteer program.

It takes time and money, but over the months the results will show. After all, you're thanking your most valuable resources.

Pat Sims, now deceased, was the Champaign, Illinois, Park District's coordinator of volunteers when she wrote this article.

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The Beginning

Recognition of a volunteer starts with Day One—the interview, the orientation, or the early arrival before a program or special event. This is the opportunity to make volunteers feel welcome from the beginning. It is a chance to answer questions, give them a job description and a sheet with phone numbers, show them where they can put their coats or lunch, introduce them to the people they will be working with, and give them a manual or a volunteer staff T-shirt. It is a chance—from the beginning—to say "You are significant to our agency."

Following the interview, a new volunteer with our agency will receive by mail a packet from the Champaign Park District containing a welcome/thank you note, a contract outlining the predetermined dates and times of volunteering, a sheet for keeping track of his/her volunteer hours, a map and list of phone numbers (if not already distributed during the interview), plus a few freebies such as a sticker or a bumper sticker.

In most cases, the volunteer is met at the first assignment by the volunteer coordinator or the person who conducted the interview. Then the new volunteer is introduced to the staff he/she will be working with, the building, the restrooms, refrigerator and so forth. This component seems to be very popular with our volunteers, as it alleviates the fear of walking into a room full of strangers, thus easing some of the first day "back outs."

Individual Recognition

Individual recognition is a one-on-one appreciation of volunteers. In our agency, we use it with volunteers who teach classes, coach a team, chair an Adopt-A-Park group, work with Special Olympics and so forth. The key to individual recognition is to make the volunteers feel that the sign of appreciation was designed especially for them.

Some examples of volunteer recognition include:

- Individual post cards (using stickers or clip art) mailed to the volunteer's home saying, "Hey, you're doing a great job!" or "We are really glad that you are here!"
- Birthday cards. When the volunteer is interviewed, the second question asked (following name) is birth date. This information should be categorized into the computer or other record-keeping system, and then make sure that the volunteer gets a birthday card. This takes time, but it has big payoffs.
- Food. A plate of chocolate chip cookies, brownies or a sandwich bag filled with M&Ms always works wonders.
- Small yellow "post-it notes" of thanks stuck to lockers or desks, car windshields, purses and so forth
- A fresh cup of coffee waiting upon their arrival
- A mention in the agency newsletter
- Time to listen to their problems or good ideas
- Their pictures clipped from the local newspaper
- A letter of recommendation
- Balloons on a tree which mark their care of it
- Praise for their work to their boss

Even if volunteers quit the program, they will remember the good growth-producing experience they had with an agency that recognizes their efforts.

In Champaign, a Volunteer of the Month Award was initiated in October 1985. Each month an outstanding volunteer is selected to receive a small engraved paperweight. The award is presented by the president of the Board of Commissioners at one of its meetings. As a follow-up, an article in the local newspaper's "People in the News" column features the volunteer and his/her related work.

In summary, the key component for success in individual recognition is individualization. Treat the volunteer as if he/she is your number one priority.

Group Recognition

When dealing with group recognition, the thank-yous do not have to be any different than individual recognition. However, large numbers often necessitate modification. Some examples of group recognition include:

- A Community Service Award via the municipal government, a parks and recreation association, a community betterment group or a civic group such as Kiwanis or Rotary
- A framed certificate of appreciation which can be hung in the group's office
- A group picture of the volunteer team either after the project or in action during the project. Frame this with autographed thanks and present it to the group.

The Big One

The large special event should be held annually for all volunteers who have helped throughout the year. A special event that families can attend is preferable to a breakfast or banquet.

The Champaign Park District has had success with a volunteer splash party. The district's pool is reserved after hours for all volunteers and their families and friends. The staff provides home-baked cookies while soft drink distributors and grocery stores donate watermelon and pop.

The staff is in charge of setting up and cleaning up. There is a free swim, water games and door prizes all wrapped around festivities and appreciation.

Having fun is not the factor that will keep volunteers volunteering. However, having fun can help prevent burnout, keep volunteers coming back, and more so than anything, let them know that they are appreciated.

Budgeting for Recognition

There is a common misconception that the volunteer program budget should be low; many say, "We're not paying the volunteers." However, a good volunteer program, particularly a good recognition program for volunteers, will need to include expenses for recognition as well as for promotion, training and supplies. In our agency, it must also be included in the master Park District budget.

In 1985, we had an $18,000 line item expense figure for the volunteer program. This did not include any grants or sponsorships used to defray program expenses that year.

Final Thoughts

It is the little things that do the trick in effective volunteer recognition. It is the small but personal things indicating the agency's caring that assures volunteers they play an important part in the Park District.

We can have the perfect recognition program ranging from gold pins to hotel banquets, but if there is not that element of humanism, the efforts are wasted.

In the final analysis, the enthusiasm you give equals the enthusiasm you'll get. Enjoy!

101 WAYS TO GIVE RECOGNITION TO VOLUNTEERS

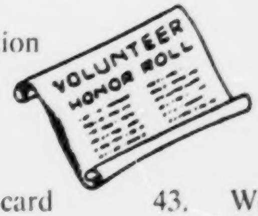
Continuously, but always inconclusively, the subject of recognition is discussed by directors and coordinators of volunteer programs. There is growing agreement as to its importance but great diversity in its implementation.

Listed below are 101 possibilities gathered from hither and yon. The duplication at 1 and 101 is for emphasis. The blank at 102 is for the beginning of your own list.

I think it is important to remember that recognition is not so much something you do as it is something you are. It is a sensitivity to others as persons, not a strategy for discharging obligations.

1. Smile.

2. Put up a volunteer suggestion box.
3. Treat to a soda.
4. Reimburse assignment-related expenses.
5. Ask for a report.
6. Send a birthday card.
7. Arrange for discounts.
8. Give service stripes.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to staff meetings.
12. Recognize personal needs and problems.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby sitter.
17. Post Honor Roll in reception area.



18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.
21. Send a Thanksgiving Day card to the volunteer's family.
22. Provide a nursery.
23. Say "Good Morning."
24. Greet by name.
25. Provide good pre-service training.
26. Help develop self-confidence.
27. Award plaques to sponsoring groups.
28. Take time to explain.
29. Be verbal.
30. Motivate agency VIP's to converse with them.
31. Hold rap sessions.
32. Give additional responsibility.
33. Afford participation in team planning.
34. Respect sensitivities.
35. Enable to grow on the job.
36. Enable to grow out of the job.
37. Send newsworthy information to the media.
38. Have wine and cheese tasting parties.

39. Ask client-patient to evaluate their work-service.
40. Say "Good Afternoon."
41. Honor their preferences.
42. Create pleasant surroundings.
43. Welcome to staff coffee breaks.
44. Enlist to train other volunteers.
45. Have a public reception.
46. Take time to talk.

47. Defend against hostile or negative staff.
48. Make good plans.
49. Commend to supervisory staff.
50. Send a valentine.
51. Make thorough pre-arrangements.
52. Persuade "personnel" to equate volunteer experience with work experience.
53. Admit to partnership with paid staff.
54. Recommend to prospective employer.
55. Provide scholarships to volunteer conferences or workshops.
56. Offer advocacy roles.
57. Utilize as consultants.
58. Write them thank you notes.
59. Invite participation in policy formulation.
60. Surprise with coffee and cake.
61. Celebrate outstanding projects and achievements.
62. Nominate for volunteer awards.
63. Have a "Presidents Day" for new presidents of sponsoring groups.
64. Carefully match volunteer with job.

65. Praise them to their friends.
66. Provide substantive in-service training.
67. Provide useful tools in good working condition.
68. Say "Good Night."
69. Plan staff and volunteer social events.
70. Be a *real* person.
71. Rent billboard space for public laudation.
72. Accept their individuality.
73. Provide opportunities for conferences and evaluation.
74. Identify age groups.
75. Maintain meaningful files.
76. Send impromptu fun cards.
77. Plan occasional extravaganzas.
78. Instigate client planned surprises.
79. Utilize purchased newspaper space.

80. Promote a "Volunteer-of-the-Month" program.
81. Send letter of appreciation to employer.
82. Plan a "Recognition Editorial of the agency newsletter.
83. Color code name tags to indicate particular achievements (hours, year unit, etc.).
84. Send commendatory letter prominent to public figures.
85. Say "we missed you."
86. Praise the sponsoring group or club.
87. Promote staff smiles.
88. Facilitate personal maturation.
89. Distinguish between group and individuals in the group.
90. Maintain safe working conditions.
91. Adequately orientate.
92. Award special citations for extraordinary achievements.
93. Fully indoctrinate regarding the agency.
94. Send Christmas cards.
95. Be familiar with the details of assignments.
96. Conduct community-wide, cooperative, inter-agency recognition events.
97. Plan a theater party.
98. Attend a sports event.
99. Have a picnic.
100. Say "Thank You."
101. Smile.

By **Vern Lake** Minnesota Dept. of Public Welfare.

RETENTION

"IT'S EASIER TO KEEP A VOLUNTEER THAN TO TRAIN A NEW ONE."

Joan Brown,
Volunteer Coordinator
Marin County

It certainly is our aim to retain literacy volunteers rather than experience the cost of turnover. Training effective volunteers is costly in terms of time, money and effort. Successful retention of literacy tutors, students, and other volunteers occurs when they feel that their time is well spent. Among the many factors which may give them that feeling are:

* recognition received for their work and how it contributes to the success of the program

* addition of responsibility

* realization of skill development and personal growth

For each individual volunteer, the most important aspect is having personal motivational factors fulfilled. Each literacy volunteer, tutor or student had specific reasons for coming to your program. How long a volunteer stays with a program depends upon how well his/her personal motivations or needs are being met. Major motivational factors for literacy volunteers are: the knowledge that they have contributed to the well-being of someone else or of the community in general, or, to put it simply--*the joy they bring to others.* An effective literacy manager creates an environment where the volunteers will receive something of value in return for the work they are doing for the program.

Retention of volunteers will be increased by implementing the concepts and activities described in this manual. Your overall volunteer management plan should encompass all of the essential steps to effective literacy volunteer management, which in summary are:

DESCRIBE JOBS	The volunteer job must be a real job which contributes to the accomplishment of program goals.
RECRUIT	The recruitment campaign should be based on motivating factors of potential volunteers in order to appeal to the "right" people.
SCREEN	Target marketing allows for initial screening and an interview (two-way communication) leads toward mutual satisfaction for the volunteer and the program.
TRAIN	The comprehensive training program develops job-specific skills and expertise. Effective training and guidance are essential to goal achievement, volunteer satisfactions, and retention.
EVALUATE	The evaluation process measures success in terms of: accomplishment of program goals, objectives and activities, and satisfaction experienced by volunteers whose motivations and needs are fulfilled.
RECOGNIZE	The recognition of a job well done is important. All effective volunteer managers use multiple forms of recognition to let volunteers know that their time has not been wasted and that their work is highly valued.

Incorporating these essential elements of literacy volunteer management adds up to program success through recruitment and retention of satisfied volunteers, including tutors and students.

RESOURCES

TIPS ON GETTING NON-READERS TO ASK FOR HELP

When you have identified someone who may need help in reading, offer the help gently. People who cannot read often suffer a keen sense of failure and, usually, a deep-seated fear of discovery. Make the offer in general, supportive, and non-threatening terms.

Listed below are some possible non-threatening approaches to the non-reader. However, no matter what the approach, the most important thing to remember is a sense of genuine compassion and sensitivity to the feelings of the person you are talking to.

1. Talk about how people need help with reading, how common the problem is, and how commendable it is to seek help.
2. Talk about how available and flexible the programs are. Emphasize that they are confidential and free.
3. If a TV special or movie is about to be aired on literacy, mention it. Be specific. Say you're going to watch it and point out the date and time.
4. Pass on flyers that are mostly graphics with little printed matter--these should be attractive and highlight helping telephone numbers.
5. Follow up on any sign of interest. Offer your help and support while the non-reader is making what, for him or her, is often a very difficult decision.

REFERRAL PROCEDURES

1. All programs begin their relationship with a student with an intake interview. This is not a judgmental interview, it is simply a way of ascertaining where the student is and where he wants to go in his "reading life."
2. There may, or may not be further assessment. This depends on the individual program.
3. The student is then matched with a one-on-one tutor or small group depending upon the student's abilities and desires and the structure of the program.
4. All information received during the above process is confidential.

NAME OF PROGRAM: Nevada Literacy Coalition

ADDRESS:	**PHONE:** (702) 887-2627
Nevada State Library & Archives	(702) 887-2628
Capitol Complex	
Carson City, Nevada 89710	
CONTACT:	PHONE: (702) 887-2628
Bonnie Parnell	
Literacy Coordinator	
Bonnie Buckley	(702) 887-2623
Library Consultant	
8 am-5 pm	

PROGRAM DESCRIPTION:

The Nevada Literacy Coalition plans, develops, and implements programs to strengthen literacy services statewide. Programs are supported via combined funding from private, federal, and state sources. The NLC has received grants from Gannett Foundation and LSCA Title VI (Literacy) to provide direct services to volunteer programs including volunteer management, organization development, capacity building, and tutoring technique. Staff coordinates closely with regional coalitions to provide training tailored to specific needs in individual communities. Publicity programs and materials are developed in cooperation with newspaper, television, and radio public service departments and government agencies.

COMMUNITIES SERVED:

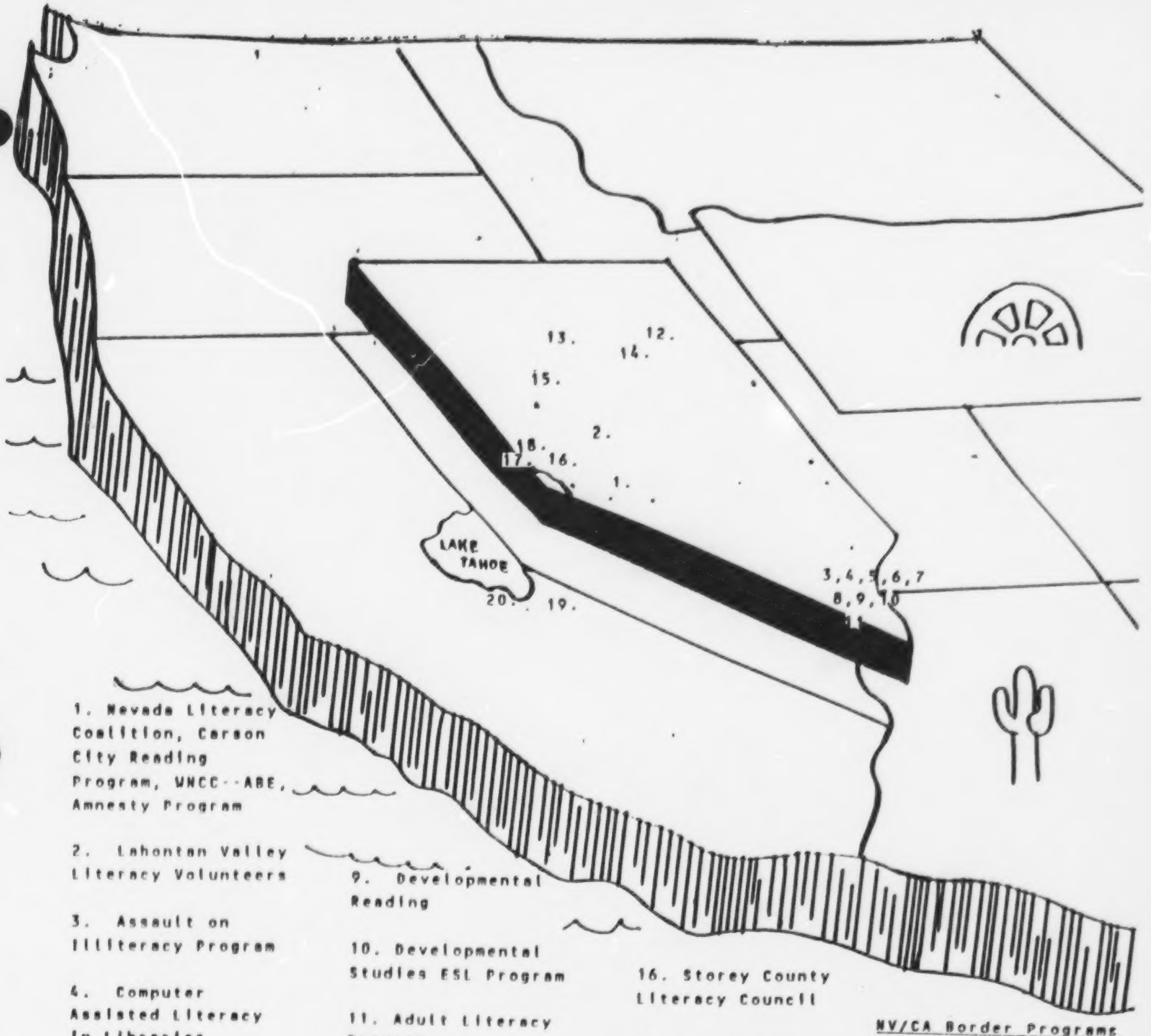
Statewide service for all volunteer literacy programs.

RESOURCES PROVIDED:

Collections of literacy books, reference materials, and videotapes are available through the statewide library computer network. The NLC also develops collections for public libraries in communities with active literacy programs as grant funding becomes available including New Adult Reader Collections, Tutorial and Training materials, literacy reference books, journals, and multi-media tools for literacy instruction.

SUPPORT SERVICES AVAILABLE:

NLC staff develops and implements inservice training programs via training conferences and specialized community workshops. Individualized on-site consulting is provided on all aspects of volunteer literacy activity. The NLC develops funding resources by writing grants and providing instruction on the process of grant writing and development of community resources. Staff compiles and distributes literacy program development and informational materials statewide including this NEVADA LITERACY DIRECTORY. Staff works closely with the Reading Center of Northern Nevada to supply accurate information for student/tutor referrals and follow-up on service. The NLC provides support to recruit volunteers and students for community literacy programs throughout Nevada.



1. Nevada Literacy Coalition, Carson City Reading Program, WNCC--ABE, Amnesty Program

2. Lahontan Valley Literacy Volunteers

3. Assault on Illiteracy Program

4. Computer Assisted Literacy in Libraries

5. Literacy Council of Las Vegas

6. Nevada Association of Latin Americans

7. READ: Volunteer Literacy Services of Southern Nevada

8. Adult High School

9. Developmental Reading

10. Developmental Studies ESL Program

11. Adult Literacy Program

12. NNCC-ABE, ESL/ Civics (Amnesty Program)

13. NNCC--SLIAG ESL/ Citizenship; Prison, Conservation Camp Educational Program

14. Battle Mountain Literacy Center

15. Pershing County Reading Center

16. Storey County Literacy Council

17. Reading Center of North Tahoe

18. LEIF--Northern Nevada Literacy Council, Reading Center of Northern Nevada, ABLE, ABE/ESL, Center for Learning and Literacy, English & Citizenship for Amnesty

NV/CA Border Programs

19. Alpine County Literacy Campaign

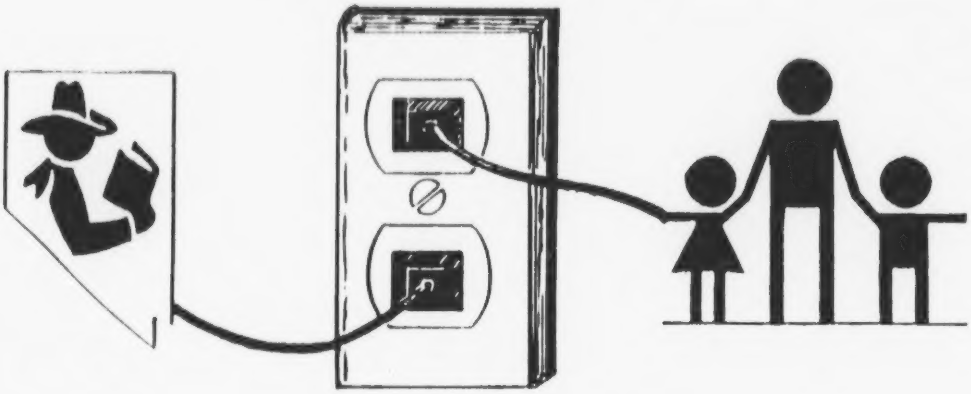
20. El Dorado County Literacy Services, South Lake Tahoe Center

BEST COPY AVAILABLE

IDENTIFYING NON-READERS WHO NEED HELP

It isn't easy to identify adults who need help in learning to read. Often they are too embarrassed about their handicap (or too fearful of the results of exposure) to want to admit they can't read. Therefore, sensitive alertness, caring, and the ability to recognize warning signs are important. Some of the warning signs are:

1. Avoiding filling out forms (or avoiding engaging in any other activity that requires writing ability). The excuses are many and varied: they've forgotten their glasses, they don't have time just now and will take the form home to complete, they have poor penmanship (it will be more readable if you fill it out), they want to "think about the answers, and many, many more. The number of and kinds of excuses are limited only by the active imaginations of the often highly intelligent people who can't read.
2. Asking for an explanation of printed directions.
3. Hesitating about accepting a promotion or new job.
4. Resisting a change in routine or equipment.
5. Missing events and deadlines that are posted on bulletin boards or otherwise announced in writing.
6. Resisting travel to unfamiliar places.
7. Exhibiting low self-esteem.



COMMUNITIES WITH TUTORS AND/OR VOLUNTEER LITERACY PROGRAMS

Amargosa Valley
Austin
Battle Mountain
Beatty
Beowawe
Blue Diamond
Boulder City
Bunkerville
Caliente
Carson City
Dayton
Denio
Dyer
Elko
Ely
Eureka
Fallon
Fernley
Gabbs
Gardnerville
Genoa
Glenbrook
Goldfield
Gold Hill
Goodsprings
Green Valley

Hawthorne
Henderson
Incline Village
Indian Springs
Jean
Las Vegas
North Las Vegas
West Las Vegas
Lee Canyon
Lemmon Valley
Lovelock
Manhattan
McGill
Mesquite
Minden
Mineral County
Nellis AFB
Nixon
Overton
Pahrump
Pioche
Reno
Round Mountain
Ruth
Sandy Valley
Searchlight

Silverpeak
Silver City
Silver Springs
Sparks
Stagecoach
Stateline
Sun Valley
The Lakes
Tonopah
Virginia City
Wellington
Wells
Winnemucca
Zephyr Cove

CALIFORNIA
(Northern Nevada/California border)

South Lake Tahoe
Truckee
Placerville
Woodfords
Markleeville

STATEWIDE LITERACY LINE

The Statewide Literacy Line is a free 800 telephone number available to all Nevadans who want to read, to read better, to tutor or otherwise volunteer their services to literacy programs, or who just want information on literacy programs in Nevada.

The Statewide Literacy Line was established in 1986 and has developed a useful and readily available literacy information base for Nevadans. It is answered by a referral assistant Monday through Friday from 9:00 a.m. to 5:00 p.m. At other times messages may be left on the answering machine. They will be responded to promptly.

1-800-445-9673

Nevada Literacy Coalition

Learn to

READ

FREE

IF YOUR AREA IS NOT SERVED...

...call the Statewide Literacy Line with the name of the town or city nearest you. Literacy Line staff will find your closest provider and give you the name and telephone number of the contact person.